



## **General Certificate in Education**

# **AS History 5041**

## **Alternative U Unit 2**

# **Mark Scheme**

*2008 examination – January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

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**B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS****Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/Guidance**

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

**Level 2:*****Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

***Or***

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/Guidance**

***Either*** responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

***Or*** responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

### **Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

#### **Exemplification/guidance**

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

### **Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

#### **Exemplification/guidance**

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

### **Level 5:**

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

#### **Exemplification/guidance**

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

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**C: DECIDING ON MARKS WITHIN A LEVEL**

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**  
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

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**January 2008**

**Alternative U: Britain 1929–1998**

**AS Unit 2: Britain 1929–1951**

**Question 1**

- (a) Use **Source A** and your own knowledge.  
 Explain briefly the meaning of ‘bleak report’ (line 2) in the context of the crisis facing the Labour government in the summer of 1931. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. refer to the report or recommendations of the May Committee or general comment on the economy. **1**

- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. explains why ‘bleak’, e.g. recommended cuts in government spending. Most controversial of these was the 20% cut in unemployment benefit which caused a storm of protest from the trade unions. Other controversial proposals were cuts in wages of public sector employees and increases in taxation. These recommendations led to a split in the Labour Cabinet. **2-3**

- (b) Use **Source B** and your own knowledge.  
 How useful is Source B as evidence about the attitude of Labour ministers towards MacDonald in the crisis of August 1931? (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

*Target: AO1.2, AO2*

- L1: Basic statement identifying utility/reliability of the source based on the content, e.g. written by someone who was there at the time; written by someone within the government. **1-2**

- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. shows the shock with which Labour ministers greeted MacDonald’s announcement – ‘shattered’; the source reveals the reaction of one junior minister who was faced with a choice between loyalty to MacDonald and loyalty to the Party and also a hint of other ministers’ feeling that MacDonald was preserving his own power – ‘except himself’. Candidates could use own knowledge to test whether Shinwell’s decision not to join MacDonald’s National Government was shared by other Labour ministers. **3-5**

L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. is only the reaction of one minister and a junior one though own knowledge of reactions of others would suggest Shinwell's behaviour was representative and so valuable. Written long after the event but the last line suggests that time and reflection produced a more balanced judgement about MacDonald. **6-7**

(c) Use **Sources A, B and C** and your own knowledge.  
 'Labour's division during the crisis of 1931 was the most important reason for its continued weakness throughout the 1930s.'  
 Explain why you agree or disagree with this statement. **(15 marks)**

*Target: AO1.1, AO1.2, AO2*

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

L2: **Either**  
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

**Or**

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

**Or**

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

### Indicative content

All three sources provide evidence for the damage done to Labour by the financial and political crises of 1931. Source A brings out the split over the recommendations of the May Committee which led MacDonald to resign and form a government with the other parties. It also mentions the 1931 election and how this was an electoral triumph for the National Government and by implication a disaster for Labour. It also indirectly makes the point that Labour was out of power for the rest of the decade. Source B is evidence of the conflict of loyalties which tore the Cabinet apart in August 1931 and which left a legacy of bitterness and mistrust. Source C



provides specific evidence of just how big a setback the 1931 election was – from 288 seats to 52 – and that even by 1935 recovery was still limited.

Own knowledge can be used to argue not only that the 1931 crisis was serious but also that its legacy dogged Labour for many years. Candidates might point out that whereas Labour had been the largest party in the Commons at the 1929 election most of the gains made in the 1920s in terms of seats were wiped out in 1931. Own knowledge might also point to the number of senior Labour MPs who lost their seats and how 1931 weakened the leadership. Candidates may also argue that Labour now had a reputation for being unable to cope with crises, of splitting, of betraying the interests of the workers, and of being unfit to govern. Some may point out that even had an election been held in 1939/1940 it is unlikely Labour would have regained power.

However, both the sources and own knowledge could be used to challenge the severity of the 1931 setback and also Labour's continuing weakness. Source C points out that in terms of votes Labour had already recovered support by 1935. Indeed its share of the total vote was higher even than its share in 1929. It also hints at other electoral factors such as the voting system. Candidates' own knowledge could be used to refer to the improved quality of leadership in the Party from 1935 onwards notably with Attlee, Bevin and Citrine. In terms of economic, social and foreign policy too Labour began to win back support by the later 1930s and it would probably have gained additional seats had an election been held. Indeed by 1940 Labour was able to play a crucial role in the ending of the National Government and the formation of a War Coalition under Churchill.

Candidates need also to consider the role of other factors in holding Labour back in the 1930s. Amongst these were economic factors such as the gradual recovery from the depression from 1934 onwards, the limited success of some National Government policies, the growth of new industries and rising living standards for those lucky enough to be in regular work. There were also political factors such as the attraction of a national coalition, the appeal of Baldwin and Chamberlain, the popularity of Appeasement until 1939 and the effects of the British electoral system which is hinted at in Source C. Candidates may well argue that these factors became increasingly more important after 1931–1932 in explaining Labour's relative weakness for the rest of the 1930s.

## Question 2

- (a) Comment on 'prosperous suburbs' (line 2) in the context of Britain in the 1930s.

(3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. better off areas around towns; or areas of new private housing built in the 1930s. 1
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. growth of middle-class suburbs around most towns; private housing boom of the 1930s; linked to growth in private car ownership; reflecting rising living standards of those in secure jobs; encouraged by location of new industries in the outer areas of London and other big cities; some candidates may refer to Priestley's 'third' England. 2-3

- (b) Explain why many families suffered the miseries of mass unemployment in the 1930s. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. because they lived in areas of economic decline or were employed in declining industries; or lived in areas hit badly by the Depression. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. refers to the decline of specific industries such as textiles, shipbuilding and coal; perhaps gives some statistical evidence of how unemployment hit certain industries, regions or trades more than others; refers to factors causing the decline of these industries such as foreign competition, substitutes, in decline since 1918; refers to certain regions being over-dependent on one or more of the declining industries; may refer to the 'means test' and government cuts as social causes. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. refers to government policies such as cutting public spending, lack of regional strategy; areas of long-term, high unemployment tended to be in areas remote from London; limits on government social policies especially in 1931–1935 period. **6-7**

- (c) Explain the importance of the National Governments' policies, in relation to other factors, in explaining the economic and social advances made in the 1930s. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***  
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

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**Indicative content**

It would be relevant for candidates to consider the evidence for economic and social advance, and also to challenge the assumption, provided that this is limited in length. They may refer to the fall in national levels of unemployment from 1934, economic recovery especially in the newer industries such as motor vehicles but even in some of the declining ones by the later 1930s, and the development of a new, growing economy in several parts of the country notably the Midlands and South-East. Candidates might point to evidence of social advances such as the 3 million new private houses, general improvements in health, diet, education, the expansion of leisure activities with radio and cinema, and to generally rising living standards for the majority. Equally candidates may challenge this view by reference to the high levels of regional unemployment especially in the northern and western areas; the serious decline and only limited recovery of the older, staple industries; and the fact that unemployment still stood at over a million in 1939.

As to whether the advances which took place were due to the National Government candidates may well point to some helpful policies. Among these might be – taking Britain off the Gold Standard and devaluing the Pound as a stimulus to exports; protection for some industries such as steel; limited help to the most depressed areas through the Special Areas Act 1934; public works such as loans to build the ‘Queens’ and rearmament especially after 1938. On the social side candidates might refer to improved levels of unemployment benefit after 1936; slum clearance by local authorities; the gradual implementation of the Hadow Report establishing ‘Modern’ schools. Some candidates may argue that the greatest contribution of the National Government was to give Britain political stability especially in the early 1930s.

In challenging the view that the National Government’s policies were the most important factor, candidates could bring out both the limitations of these policies and the role played by other factors not directly due to government. Devaluation only gave a short-term boost to exports. Tariffs offset those in foreign countries and diminished world trade. Help to the depressed areas was on a very limited scale – £2 million – and was more about encouraging the unemployed to move than bringing in new jobs. Candidates may argue that rearmament was forced on Baldwin and Chamberlain. Unemployment benefit was cut 1931–1934 and together with the ‘means test’ caused hardship and humiliation for the long-term unemployed. Slums and over-crowding remained especially in the great cities of the North and Scotland. There were no major reforms in health or education.

Candidates might well argue that both the economic and social advances were largely due to a wide variety of other factors. They might point to general world recovery from 1934–1935, to falling prices and the resultant rise in real incomes, to the growth of the new manufacturing and service industries and to the spread of electricity. In the social sphere they might point to falling family size, the work of the voluntary sector especially in health and education, technological developments such as movie/sound films and wireless radio, and the expansion of leisure activities such as the football pools, dog racing and dance-halls.

Some answers will focus mainly on the policies of the National Governments, others will concentrate on other factors. Successful answers at Level 3 should provide a relevant explanation of a range of factors even if somewhat lacking in balance. Those at Level 4 will have a clearer balance of argument supported by precise evidence both for and against the role of the National Government. At Level 5 there will be judgement and differentiation between factors of greater or lesser importance.

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**Question 3**

- (a) Comment on 'paying for imports in dollars' in the context of Britain's economic difficulties after the end of the Second World War. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. general reference to the weak state of the British economy in 1945. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the sudden end of the Lend Lease meant urgent need for dollars to buy imports; or reference to the 'dollar gap' problem and the need to boost exports to earn dollars to pay for imports; in the context of the American demand for convertibility in 1947 and the crisis which that provoked. **2-3**

- (b) Explain why 'the savage winter of 1947' was such a setback to British economic recovery. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. chaos created by the bad winter of 1946–1947. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. deepened the coal shortage which in turn disrupted the transport system and electricity supply; factories had to be closed down in early 1947 resulting in lost production and exports; led to unemployment rising to 2 million; disrupted domestic as well as industrial fuel supply. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. fall in exports led to the 1946 US/Canadian loan being used up too quickly; compounding the existing problems of convertibility and paying for the government's growing expenditure; produced a financial and economic crisis in 1947 leading to an even tougher austerity programme. **6-7**

- (c) Explain the importance of Britain's economic problems between 1945 and 1947, in relation to other factors, in explaining why the Labour governments began to withdraw from overseas commitments in the years 1947 to 1951. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***  
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

### Indicative content

Candidates' answers may indicate withdrawal from overseas commitments by reference to Greece and Turkey 1947, India 1947 and Palestine 1948. Better answers however, may well challenge the assumption of withdrawal by pointing to Britain's increased commitments including its part in the Berlin Air-Lift 1948, in the North Atlantic Treaty Organisation 1949 and in Korea 1951. Candidates will probably refer to the parlous economic state of Britain in 1945, its need for American loans and the serious economic and financial problems it faced in 1947.

The clearest evidence for withdrawal due to economic and financial problems was the decision to withdraw British troops from Greece and Turkey and to ask the United States to undertake the defence of the Eastern Mediterranean against possible Soviet expansion. Candidates may also argue that at least part of the reason for British withdrawal from India and Palestine was also economic and financial. Reference may also be made to the motives behind the American Marshall Aid programme i.e., encouraging Western European economic recovery in order to strengthen defences against possible Soviet aggression.

In relation to other factors, some answers may focus on the variety of reasons behind British withdrawal from India, e.g. Attlee's personal commitment to Indian independence, the logic of increasing self-government since 1919, the way the Second World War had undermined the position of Europeans in Asia. Similarly, candidates may argue that the Palestine situation was becoming impossible for Britain to settle due to the Arab–Jewish antagonism, American policy, terrorist activity and Britain's wider interests in the Middle East. Others may argue that strategic

reasons were important. With America drifting toward isolationism and Britain facing an increasingly difficult Soviet Russia, means had to be found to persuade America to accept wider responsibilities. Following this line, better informed candidates may argue that the sudden withdrawal from Greece and Turkey was part of Bevin's strategy for involving the United States more closely in Europe rather than just a financial knee-jerk. The resulting declaration of the Truman Doctrine later in 1947 is evidence of the success of this strategy.

At Level 1 answers will consist of sweeping and probably inaccurate, certainly unsupported, generalisations. Level 2 answers will show understanding of some issues but will either be very partial, consider only one aspect in any depth or be largely narrative. At Level 3 answers will show explicit knowledge and understanding of several causes and aspects of British withdrawal but will lack balance and weight. Good Level 3 answers may however challenge the assumption if only by implication. Level 4 answers will analyse a range of reasons supported by relevant, precise and wide-ranging evidence. Such answers will strike a good balance between economic and other factors and consider different areas of British foreign policy. At Level 5 there will, in addition, be substantiated judgement about the degree of withdrawal and about the relative importance of the various reasons.