



**General Certificate of Education
June 2010**

A2 History 2041

HIS3J

Unit 3J

The State and People: Britain, 1918–1964

Final

Mark Scheme

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for A2

The A2 History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since a good historian must be able to combine a range of skills and knowledge. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, candidates will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to '*think like a historian*' and show higher order skills. As indicated in the level criteria, candidates will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 candidates will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able candidates.

CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- The way the answer is brought together in the conclusion

June 2010

A2 Unit 3: The State and the People: Change and Continuity

HIS3J: The State and People: Britain, 1918–1964

Question 1

- 01** 'Lloyd George's fall from power in 1922 was the result of his own mistakes'.
Assess the validity of this view with reference to the years 1918 to 1922. (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Standard Mark Scheme for Essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
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L5: Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written.

38-45

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates will need to assess the validity of the view that Lloyd George's fall was the result of his own mistakes, and balance this against the growth in Conservative disillusionment and the changing political context.

Candidates may refer to some of the following material in support of the premise that it was the mistakes of Lloyd George:

- his increasingly presidential style that by-passed the cabinet confirmed to many Conservatives that Lloyd George was not to be trusted
- his personal reputation was damaged by the sale of honours and by openly keeping a mistress
- failure to effectively deal with post-war unemployment and post-war industrial unrest
- the damage of the Geddes Axe
- alienated Tory Unionists with his policies in Ireland
- criticism of the Paris Peace Conference, the failure of international conferences, and the Chanak incident, which saw the cabinet labelled as war mongering.

Nevertheless there are a number of other factors to consider:

- public opinion changed over the period with Lloyd George's reputation as the man who had won the war being tarnished by the series of scandals and unpopular policies, to the extent that by 1922 he was viewed widely as a scoundrel who had failed to deliver on the promises of 1918
- this change in public opinion was reflected in by-election victories for non-Coalition Conservatives suggesting Lloyd George was no longer an electoral asset
- Fraser's report in January 1922 suggested that the Coalition would lose 100 (Conservative) seats and the party would be split if an election were held on a coalition basis
- the resignation of Bonar-Law in 1921 due to ill health weakened Lloyd George's position as he had been his main ally amongst the Conservative Party (and even he spoke against the Coalition at the Carlton Club).

Furthermore, candidates may consider:

- Blake has argued that the preferred response of many leading Conservatives to the rise of Labour was a Disraelian appeal to the working-class and tariff reform to increase employment. Baldwin had entered parliament as a tariff reformer. Coalition Liberals would never allow this.

In conclusion, candidates may link the mistakes of Lloyd George to the impact on public opinion and that this change in perception was recognised by Tory backbenchers, ultimately leading to the decisive action at the Carlton Club.

Question 2

- 02** To what extent did the Conservative governments of 1951 to 1964 successfully manage the British economy? (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Standard Mark Scheme for Essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates will need to assess the success of the Conservative governments of the period in managing the economy by considering success and failure

Candidates may refer to some of the following material in support of the premise that Conservative governments did successfully manage the economy:

- the reduction in income tax coupled with an increase in real wages (wages rose by an average of 72% compared to price rises of 45%) meant that there was greater disposable income
- this resulted in greater consumer spending, with the number of private cars increasing from 3 million to over 7 million and the number of televisions increasing from 340 000 to 13 million. The end to rationing also aided consumerism
- this was partly responsible for the growth in productivity, with an annual growth rate of 2.8%
- All of this was achieved without dismantling the welfare state; in fact the working week was reduced to 42 hours in 1961, Macmillan's housing crusade out did Labour's housing programme, many benefits were raised, education was expanded with 6000 new schools and 11 new universities, plus colleges of advanced technology
- the 2/- prescription charge was a small price to pay for the extension of welfare provision and services
- the affluence of the period can be put down to the economic policies of the Conservatives which led Macmillan to announce in 1957 that 'most of our people have never had it so good'.

Candidates may refer to some of the following material to challenge the premise and argue that Conservative governments did not successfully manage the economy:

- failure to manage growth, inflation and balance of payments led to the 'stop-go' economy
- misunderstanding of the balance of payments deficit in the early 1950s led Butler to dampen demand through increasing the bank rate. The balance of payment deficit was turned around, but this was more due to the end of the Korean War and the fall in import prices. The high bank rate however prevented investment in industry and helped restrict growth
- cuts in income tax and full employment increased demand and created inflation in the mid 1950s. Butler increased purchase tax, and Macmillan increased the bank rate and righted the problem, but in 1957–1958 Thorneycroft cut taxes and the bank rate, leading to an increase in prices, wage demands and strikes, Lloyd increased interest rates and purchase tax and presided over a failed pay policy
- January 1963 c900 000 unemployed
- Balance of payments deficit of £748 million for 1964
- Missed the opportunity to enter the EEC when the Treaty of Rome was being negotiated, and then saw the EEC members enjoy much greater economic growth: after 1955 Britain's annual economic growth rate of 2.8% was dwarfed by that of Italy (5.4%), France (5.4%) and West Germany (5.7%). France had seen their production increase by 75%, stimulated by demand from other EEC countries, and West German production was up by 90%; British production had only increased by 30%

- In 1960 Britain had set up the European Free Trade Association (EFTA) but EFTA performed poorly, especially because the combined population of the member states was relatively low.

In conclusion, candidates may argue that economic success happened in spite of poor management of the economy, or that world trade grew and provided prosperity, but that the governments did not know how to manage the consequences (inflation and balance of payments deficits) and this led to the stop-go economy.

Question 3

- 03** 'The Conservative Party's political record from 1918 was responsible for its defeat in the 1945 General Election.'
Assess the validity of this view. (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Standard Mark Scheme for Essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates will need to explain the view that the Conservatives record from 1918 was responsible for their defeat in the 1945 General Election and assess whether it is accurate. They will also need to consider other short-term factors, including the strengths of the Labour Party.

Candidates may refer to some of the following material in support of the Conservative's political record from 1918 being responsible:

- alienation of the working class during the General Strike and the subsequent Trades Disputes Act
- the party was tainted by its record in the 1930s, with the failure to deal with unemployment and social deprivation, and in particular the treacherous policy of appeasement
- as leader, Churchill's public image was important in 1945, and his political inconstancy as he made the journey across the house and back and his actions in the 1920s as Chancellor, e.g. disastrous return to the gold standard in 1925 damaged his reputation and therefore the credibility of the party.

However, these arguments can be challenged:

- younger voters were not affected by the Conservative record from 1918
- the economic depression did not have the same impact on all parts of the country and those areas worst affected were disposed to vote Labour anyway, for example mining regions
- Government policies ameliorated the impact of the depression to an extent, and building houses and rearming made a significant contribution to improving the economy before the outbreak of war
- Churchill was not tainted with appeasement, and he was recognised as the sage voice who had warned of Nazi aggression
- Churchill's brilliant oratory, war-time strategy and leadership of the war-time coalition confirmed his position as the man who had won the war.

Conservative weaknesses specifically in 1945 were also a factor:

- there was no clear set of policies for post-war Britain
- Churchill and other leading Conservatives shared a misguided belief that the party would win, which led to complacency
- Churchill's mistakes in the 1945 election campaign, for example his absurd attacks on Labour and the sinister socialist conspiracy which would bring a British Gestapo, and his failure to recognise the scale of social reconstruction required
- feeling that although Churchill was a brilliant war leader, he would not make a brilliant peace-time leader.

Consideration should also be given to Labour strengths:

- Labour's role in the war-time coalition gave the party credibility
- Attlee's lack of dynamism in comparison to Churchill was less important than the perception he was a peace-time prime minister
- Labour's proposals were consistent with the national mood and the desire for collectivism, planning and egalitarianism; *Let Us Face the Future*, commitment to full implementation of the *Beveridge Report*, proposal to (re)construct housing through central planning, nationalisation, promise to weaken class divisions
- young people voting for the first time and the Forces vote disproportionately favoured Labour.

In conclusion, candidates may argue that the defeat was because of the disastrous pre-war record as the Conservative's enjoyed the greatest electoral asset, namely Churchill, the man who won the war, or that the war had created a belief in collectivism and a demand for a programme that only the Labour Party offered.