



**General Certificate of Education
June 2012**

A2 History 2041

HIS3J

Unit 3

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Students 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. Students 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, students 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 student'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 student has begun to *'think like a historian'* and show higher order skills. As indicated in the level criteria, students 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 students 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 students.

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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2012

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

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

Question 1

- 01** To what extent were British governments successful in dealing with the problems facing the economy in the years 1924 to 1951? (45 marks)

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

Generic 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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good 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 well-structured and fluently written. **38-45**
-

Indicative content

Note: This content is not prescriptive and students 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.

Students will need to assess and evaluate how successful governments across this time period were in dealing with the problems facing the British economy and balance this against failures. They may also comment on other factors leading to economic success or failure.

Students may refer to some of the following material in support of governments successfully dealing with the economic problems facing the economy:

- the Conservative government 1924–29 had some success in dealing with economic problems. Developments such as the Central Electricity Board, which eventually became the national grid, helped industry to locate across the country. Students may argue that the government was successful in dealing with the General Strike, which could be seen as part of a wider economic problem
- when considering the Labour government of 1929–31 it is more difficult to find successes, however, students may balance this against the severity of the problems faced
- students should have some knowledge of the problems facing the National government of the 1930s and may refer to the growing prosperity of the late 1930s and the development of new industries that made this possible. Reference to low interest rates and the policy of protection should be made. Students may also refer to the Special Areas Act
- the Labour governments of 1945–51 also faced huge economic problems. Students may give the government credit for being able to fund a huge programme of social reform in these circumstances. They may also point to the recovery of Britain's export trade by 1951 as well as low interest and unemployment rates.

Nevertheless, there are a number of other factors to consider:

- the government of 1924–29 can be seen as unsuccessful in many ways. The decision to return to the Gold Standard at too high a level could be seen as catastrophic. The plight of the staple industries worsened during this period and the government seemed to care little for this. Unemployment rose throughout this decade, even before the depression in world trade set in
- the Labour government of 1929–31 seemed powerless in the face of the depression and largely followed a policy of drift. Students should refer to the crisis of 1931, and possibly to the rejection of a Keynesian alternative to cuts before this
- students may also point to the continuing unemployment in the 1930s, which only really ended with serious rearmament on the brink of war. The new industries which powered the recovery in the midlands and the north can be said to have occurred independently of the government. Whereas the impact of protection and measures such as the Special Areas Act were limited in scope and effectiveness
- the Labour governments of 1945–51, although facing severe economic problems did have some failures, the run on sterling in 1947, the devaluation of sterling in 1949 and the balance of payments crisis in 1951.

Furthermore, students may:

- consider the overall problems of the British economy, as it struggled to adjust in the inter-war period. Students may refer to the problems of structural and cyclical employment and assess how effectively governments attempted to deal with these issues
- students may include some knowledge of debate between Keynesian and orthodox economic theories relating to this time period
- students may also show some appreciation of the scale of the problems facing governments across the time period, especially of Britain's position post-Second World War.

In conclusion, students may:

- give a balanced account of the successes and failures of governments across the time period with some attempt to give an overall assessment
- show appreciation of the challenges faced by the governments.

Question 2

- 02** 'The leadership of Stanley Baldwin was the most important reason for Conservative political dominance in the inter-war period.'
Assess the validity of this view. (45 marks)

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

Generic 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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good 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 well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and students 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.

Students will need to assess/identify and evaluate/explain the importance of Baldwin in the success of the Conservatives in the inter-war period and balance this against other factors contributing to Conservative political dominance. They may also question the extent to which the Conservatives were dominant.

Students may refer to some of the following material in support of Baldwin's importance:

- Baldwin remained a dominant figure in the party in the inter-war period and was able to overcome more hardline opposition such as the campaigners for Empire Free Trade which included key figures such as the press barons Beaverbrook and Rothermere. He was also able to hold his position despite two election defeats in 1923 and 1929, and was Prime Minister 3 times, retiring from choice in 1937 after successfully dealing with the abdication crisis. Churchill praised him as 'the greatest party manager the Conservatives ever had'
- Baldwin was seen as a moderate and believed to be popular with the electorate, his style, particularly as a radio broadcaster was praised. His 1924–29 government was successful in dealing with the General Strike and in curbing the power of the unions
- the 1924–29 ministry was also responsible for moderate progressive reforms, widening Conservative appeal
- Baldwin was a party man and was seen by many as being largely responsible for saving the party from the dynamic influence of Lloyd George in 1922. Although not the obvious inter-war leader he was able to consolidate his position as leader by skilful appointments, such as making Churchill Chancellor in 1924
- Baldwin can also take some of the 'credit' for persuading Ramsay MacDonald to lead the coalition government in 1931, thereby fatally weakening the Labour party and giving the Conservatives great power, almost without responsibility, in the National government.

Nevertheless, there are a number of other factors to consider:

- it can be argued that Baldwin was mainly a lucky politician. He was fortunate to become Conservative leader and Prime Minister in 1923 because of Bonar Law's illness and the absence from the government of other leadership contenders. He was also lucky to survive in both 1924 and 1929 when defeated. The expected duration of the Labour governments made overthrowing him too risky
- there were a variety of other factors leading to Conservative dominance in this period. The financial support available meant that the Conservatives had an advantage over other parties in terms of campaign material and the number of seats contested
- the weaknesses of the other parties. The Liberals were split in the early twenties and throughout the thirties; Labour was split fatally after 1931. This benefitted the Conservatives
- circumstances such as the onset of the world trade depression also hit the Labour party giving the Conservatives an advantage
- the press during this period were predominantly right wing, with the great press barons giving their support to Conservatism, especially in the Red Scare.

Furthermore, students may:

- point out Baldwin's mistakes such as the election of 1923, when the Conservatives needlessly lost power
- they may refer to the threats to Baldwin's position, from figures such as Beaverbrook and Churchill.

In conclusion, students may:

- give a balanced account showing the ways in which Baldwin contributed to the political dominance of the Conservative party in this period
- students may also show awareness of Baldwin's failures and mistakes
- show some awareness of factors other than Baldwin, which contributed to Conservative political dominance in this period.

Question 3

- 03** 'Labour's defeat in the 1951 election was caused by the strength of the Conservatives.'
Assess the validity of this view. (45 marks)

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

Generic 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 students 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.

Students will need to assess/identify and evaluate/explain the strengths of the Conservative party in 1951 and balance this against other factors leading to Labour's defeat.

Students may refer to some of the following material in support of Conservative strengths:

- the Conservative party had reorganised in the run up to the 1951 elections and was in a much stronger position. Unlike 1945 they mounted an effectively-run campaign
- new policies were formulated under the control of figures such as Butler. Conservative policy proposals reflected consensus politics and voters did not feel that they had anything to lose from a Conservative government
- the Conservatives showed that they were unwilling to dismantle the Welfare State and produced a programme that was attractive to the electorate, promising to build 300 000 houses each year and to end the age of Labour austerity by ending rationing
- Churchill also exploited the situation in Korea by playing on his war record to appeal to voters.

Nevertheless, there are a number of other factors to consider:

- many of the reasons why the Conservatives won the election were failures of the Labour party. Voters were tired of rationing and austerity and wanted a change
- there were splits within the Labour party. Bevan and Wilson resigned over cuts in the NHS. Other key Labour figures such as Bevin and Cripps had died, the government looked exhausted
- the Korean War caused a series of crises for the government. There was another round of cuts and restrictions because of the cost of the war; there was also a balance of payments crisis and military service was lengthened.

Furthermore, students may:

- mention that the election result was very close with Labour actually polling more votes than the Conservatives.

In conclusion, students may:

- consider the strengths of the Conservatives and evaluate their contribution to the election victory in 1951
- balance this against the problems facing the Labour party
- reach a judgement as to whether the strengths of the Conservatives were responsible for the Labour defeat in the election.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion