

## Teacher Resource Bank

GCE History

Candidate Exemplar Work (June 2009):

- HIS1L: Britain, 1906–1951



The following responses are not 'model' answers, nor are they indicative of specific overall grades, but are intended to illustrate the application of the mark scheme for this unit. These responses should be read in conjunction with the HIS1L Question Paper, Sources Booklet and Mark Scheme.

Copies of the paper and are available from e-AQA or the AQA History Department.

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## **AQA GCE History Teacher Resource Bank Commentaries on June 2009 AS answers**

### **General Introduction by the Chief Examiner**

The first June examination series for the new AS specification saw some excellent examples of well prepared candidates who were able to demonstrate their breadth of knowledge and depth of understanding by addressing the questions set directly and efficiently. Sadly, it also suggested that, whilst some candidates knew the material quite well, they struggled to apply it successfully to the questions asked. At the lowest end, there were, of course, some candidates whose knowledge let them down, but even these might have been able to achieve more highly had they thought more carefully about each question's demands.

The importance of timing for both Units needs to be stressed. In Unit 1 candidates should allow themselves approximately 12 minutes for the first part question and 25 minutes for the second. In Unit 2, they could spend 15 minutes on the first part question and 30 minutes on the second, but they are likely to need slightly longer for the source question. Good time keeping is essential in any examination. No matter how successful the answer to the first part question, an incomplete second part question will always mean a loss of marks (notes receive limited credit).

These commentaries are intended to help teachers and candidates to understand the demands of each question type and consequently to encourage students to perform at the highest level of which they are capable. Please note that errors relating to Quality of Written Communication (of spelling, syntax, etc.) have been reproduced without correction. Please note that the AQA convention for question numbering will be changing as from the June 2010 examination papers. Examples of the new format for question papers can be found elsewhere in the Teacher Resource Bank.

### **Unit 1**

The first part of each question in Unit 1 (those questions labelled 01, 03 and 05 in the new numbering style from June 2010) asks candidates to 'explain why' an event, issue or development came about. The best candidates answered this question, not only with a selection of reasons (and a minimum of three well-explained reasons was expected for Level 3/4), but also by showing how those reasons linked together. This is essential to meet Level 4 criteria and can be achieved by prioritising, differentiating between the long and short-term factors, or showing how different categories of reasons, such as political, social and religious inter-link. It is not, however, enough to simply assert that the links exist – they also needed explaining.

Candidates who only performed at Level 2 often wrote too descriptively, whilst many achieved a good Level 3 by offering a range of relevant and clearly explained reasons but failing to make any links between them. As the exemplars demonstrate, answers did not need to be long but they had to be effectively focused and directed to achieve good marks.

The second part of each question (those questions labelled 02, 04 and 06 in the new numbering style) asked for a response to a question beginning 'how far, how important or how successful'. Each question stem invited candidates to offer a balanced response and this was the key to an award at high Level 3, 4 or 5. Most answers which achieved only a Level 2 or a low/mid-Level 3 mark contained too much description, were excessively one-sided or lacked depth and precision in their use of examples. Some candidates also failed to address the full question set, often

by ignoring starting or finishing dates. To achieve the higher levels, candidates needed to balance one side against another. For example, a question asking how far 'X' contributed to 'Y' demanded a consideration of the importance of other factors which also contributed to 'Y'. Sometimes questions, particularly 'how important' questions (e.g. how important was 'X' in bringing about 'Y?'), could be balanced by considering the ways in which 'X' was important as opposed to the ways in which it was not, rather than introducing 'other factors'; either approach was equally legitimate. The crucial test of an answer was, therefore, the degree to which the candidate was able to argue the issue and how well that argument was supported by accurate and precise evidence. The best answers at Level 5 managed to sustain a focus and convey convincing individual judgement.

## Unit 2

The first part of question 1 (labelled 01 in the new numbering style from June 2010) asks students how far the views in two given sources (A and B) differ, in relation to a given topic. Perhaps the most common error was to waste time writing a paragraph or more about the source content before addressing differences. Levels were awarded according to how well candidates identified and explained differences of **view**. This was not simply an exercise in source comprehension, so such answers received an award of only Level 1/2. Contrasting 'views' required students to go beyond the mere words of the sources or their omissions, and to assess 'how far' the sources differed required some awareness of the degree of **similarity** they contained. To meet the full demands of the question and obtain an award at high level 3/4, candidates also needed to introduce some contextual own knowledge to explain the differences and similarities identified – possibly (but not necessarily) referring to provenance when it helped the explanation, and, more often, explaining references in the sources and drawing on their contextual knowledge to account for differing views.

In the second part of question 1 (labelled 02 in the new numbering) candidates were asked to answer a question beginning 'how far, how important or how successful' with reference to the sources as well as their own knowledge. The best answers to these questions maintained a balanced argument (as explained for Unit 1 above) and the information given in the sources was used in support of that argument. Poorer answers tried to address the sources separately – at the beginning or end of the answer, or sometimes as an asterisked afterthought. Those who omitted them altogether could not obtain more than top Level 2. Whilst the main criteria for the higher levels was the degree of argument, the precision of the evidence and the judgement conveyed, in addition to these, good source use could ensure that students were placed higher in a level than those who used the sources in a perfunctory way. Source use needed to be explicit, and the best candidates appreciated that Source C was provided to give further ideas and/or information that was of direct relevance to this question.

In questions 2 and 3 (03/04 and 05/06 in the new numbering) candidates were asked to respond to an 'explain why' question – on which comments will be found under the Unit 1 commentary above – and a short, provocative quotation about which they were invited to explain why they agreed or disagreed. The demands here were similar to those for the second part of Unit 1 (b) questions. In adopting a view about the quotation, candidates were expected to examine the opposing arguments in order to reach a balanced judgement on the extent of their agreement/disagreement.

Sally Waller Chief Examiner December 2009

## GCE History HIS1L: Britain, 1906-1951

### Responses to June 2009 Questions

#### Candidate 1

1 (a) Explain why the Conservatives lost the General Election of 1906. (12 marks)

The 1906 General Election is known as the Liberal Landslide; the Liberal Party gained a significant number of votes in comparison to other parties, triggered by a variety of reasons. The Conservatives lost power because they had been weakened by a series of failings; the Boer War had revealed the extent of poverty in those called up to fight, reflected in the findings by Booth and Rowntree that 10% of people in major cities lived below the poverty line. Similarly there had been moral outcry over the methods used to detain the prisoners of war.

The 1902 Education Act and the 1904 'Brewer's Bill' upset non-conformists. Firstly the government proposed that local rates pay for religious schools and the Brewer's Bill stated a reduction in pubs; but compensation for landlords, traditional Tory support. The Chinese Labour issue similarly weakened the Conservatives; trade unionists worried that the cheap Chinese labour would affect British wages and the Taff Vale case, whereby the Lords prevented strikers ever being able to call a successive strike again furthered the lack of trust the working class had for the Conservative government.

Perhaps the most significant reason for the loss of the Conservatives was the policy of Tariff Reform which Stanley Baldwin made a key policy. Voters feared dearer food prices as a result of protectionism whereas the Liberals were united under the banner of free trade.

The Liberals offered reform whilst reformation under the Conservatives had been minimal.

#### **Principal Examiner's Comments**

*This was a totally focused answer with specific points and evidence, well-organised and presented. It was succinct and clear, had a range of reasons which were developed briefly but mostly accurately and relevantly. There was good understanding. The first paragraph dealt with adverse reactions to revelations about the Boer War and poverty. The second identified the Nonconformists being upset by the 'Brewers Bill' and the Education Act, and the working class by the use of Chinese labour and the Taff Vale Case. The third paragraph identified tariff reform which 'under the Conservatives had been minimal'. Despite the odd concern about total accuracy this was worth the maximum mark. Level 4 – 12 marks.*

**Candidate 2**

1 (a) Explain why the Conservatives lost the General Election of 1906. (12 marks)

The Conservatives lost the General Election on many fronts in 1906, leading to a Liberal 'landslide'. One of these reasons was the Boer War, this in short term benefitted the Conservatives but in long term it helped them be defeated. It was costly in not only money but lives to which made many non conformists switch votes to Liberals.

Another factor contributing to Conservative defeat was the 1902 Education act which meant all local Authorities would have to pay taxes to keep the local schools running this angered many politicians and caused them to rebel against this reform, David Lloyd George, a young Welshman, led this protest.

Another factor that was also a big part in the Liberals winning was the 1904 Licensing Act, this meant that more inns and breweries would be forced to close down. This annoyed many non conformists which also switched their votes to Liberal.

Many non conformists were also angered by the Conservatives supporting the home rule for Ireland this also led to a switch of votes.

Chinese labour was also an issue brought to many peoples attentions, people could see the poor conditions the slaves had to work in and the Conservatives refused to help.

**Principal Examiner's Comments**

*This answer was poorly expressed but the main features were inaccuracy and misunderstanding. The first paragraph misunderstood the views of Nonconformists on the Boer War, though made a basic point about the War being a reason for the Conservative defeat in 1906. The second paragraph was inaccurate and confused about the Education Act. The third paragraph showed total misunderstanding about the Nonconformist view of the Licensing Act. The fourth paragraph, totally erroneously, claimed that the Conservatives supported Home Rule for Ireland. The final paragraph did make a valid point about Chinese labour. Overall the answer was limited in range and depth, the key issue of tariff reform was totally ignored and there was little on the Liberals. Above all much of the response was confused and inaccurate. The candidate tried to provide reasons for the Conservative defeat in 1906, but did not have the material under control because of inaccurate knowledge and lack of understanding. The lowest mark in Level 2 was awarded – 3 marks.*

**Candidate 3**

- 1 (b) How important was the aim of reducing poverty in explaining the Liberal government's social reforms in the years 1906 to 1914? (24 marks)

In many ways it is possible to propose that the aim of reducing poverty in Britain was a major factor in explaining the Liberal governments reforms.

The Boer War had highlighted the issue of poverty, particularly in cities, and therefore the issue was becoming increasingly important. Furthermore, throughout the 19<sup>th</sup> century the population itself trebled, therefore there were far more people in Britain and consequently far more poor people. Subsequently many Liberal supporters or left wing historians may argue that the Liberals chose to introduced reforms such as the 1906 Education Act's to reduce poverty as it was a growing issue that needed adressing.

However, a number of other interpretations can also be seen. The Boer War had highlighted the fact that around 1/3 of the army was malnourished and subsequently the government may have become concerned about the health of the nation and introduced the reforms in order to ensure that Britain remained a strong power, with a fit army, as competition from the USA and Germany threatened Britain's status.

Some critics of the Liberal government may claim that certain reforms were introduced in order to ensure the party was not overtaken by the somewhat more socialist Labour Party, or more extreme left-wing parties. Measures such as Lloyd George's 1911 National Insurance Act, which provided a small amount of money for unemployed or ill workers may have been to ensure that working class votes saw improvement in their lifestyles and were not tempted to vote for the Labour Party, therefore certain critics may argue that the aim of reducing poverty was not the main factor in explaining the Liberal's social reforms and that, it was instead a purely political tactic.

However, in general, I feel that the aim of reducing poverty was extremely important and I believe it was the most significant factor which motivated the Liberal government to introduce social reforms in 1906–14. I feel that reforms such as the 1906/7 Education Acts, which, to an extent, provided free school meals and medical injections, and the later Children's Act were deployed to improve the health of young people and relive poverty, however it is also possible to acknowledge and interpret the motivation of improving there general health of the nation in order to ensure a fit army and industrial efficiency may also have been a factor which provoked these reforms.

I believe that in general the public were becomming increasingly aware of the issue of poverty and the fact that the franchise was extended throughout the 1800s meant more working class people could vote, therefore the Liberals may have introduced measures such as National Insurance and Trade Boards in order to reduce poverty and subsequently gain more votes, maintaining popularity and power.

Furthermore, I believe that Asquith the Liberal PM and Churchill, the Chancellor of the Exchequer, recognised the importance of reducing poverty for social, economic and political reasons, therefore they introduced reforms such as the Old Age Pensions Act to ensure that the public saw and improvement in living standards and that poverty fell.

In conclusion I would be inclined to adopt a more moderate and sympathetic approach to the Liberal government as I feel that the main reasons as to why the Party introduced the reforms was the aim of reducing poverty. Although I feel it is possible to note that the other factors, such as the desire to maintain a strong army and increase industrial efficiency to maintain Britain's status as a great power may also have been motivation, I believe this most significant fact in explaining the 1906–14 reforms was the case of reducing poverty.

### **Principal Examiner's Comments**

*This response was a good example of a response to a 'How important' question which looked at a range of reasons (rather than just focusing on the single factor given in the question) for the Liberals' social reforms. It was awarded a mark within Level 5 because it was well-focused, clearly argued and demonstrated depth of understanding. There was a developed awareness of different interpretations with three key areas of motivation of the Liberals considered: reduction of poverty in itself; political electoral considerations; and industrial efficiency. Sound examples of the reforms were used to support argument. Personal references could have been avoided especially in the conclusion so that any hint of assertion could be avoided. The opening two paragraphs focused on the issue of poverty and made a link with Liberal policy giving the 1906–07 Education Acts as examples. The third paragraph linked concern over the army's condition in the Boer War with Britain's international position and competition from the USA and Germany. The fourth paragraph considered the political motivation for reforms – rivalry from the Labour Party. The National Insurance Act was cited in evidence in this context. The fifth paragraph used the examples of measures for children to link together motivating factors of reduction of poverty as an aim in itself with improving the general health of the nation for 'a fit army' and 'industrial efficiency'. The sixth paragraph returned to the political motivation given the working class electorate and its awareness of poverty. Again National Insurance, but also the Trade Boards were given as evidence. The seventh paragraph cited Asquith and Churchill as realising the importance of reducing poverty 'for social, economic and political reasons', giving pensions as an example. The conclusion tried to bring together the main motivating factors, although this had already been done successfully in the essay, and was a little assertive, e.g. 'I feel', but nevertheless this answer overall, given its breadth and depth, was worthy of a Level 5 – 22 marks.*

### **Candidate 4**

- 1 (b) How important was the aim of reducing poverty in explaining the Liberal government's' social reforms in the years 1906 to 1914? (24 marks)

The aim to reduce poverty was an important factor in the Liberal social reforms, as many of the reforms did improve living standards of the people they affected.

Reforms like the Education Acts improved lives of school children by supplying them with school meals for free, as well as giving them free medical check up's. However these did not affect all children, and the Health Education Act sometimes didn't cover treatment for an illness after it was diagnosed.

The introduction of the minimum wage was successful and an improvement for workers, however some employers weren't impressed as they had to pay their workers more. However, there were other reasons for the reforms as well as



tackling poverty. The government wanted to keep working class support, and therefore the reforms were a way of showing that the Liberals were trying to improve the living standards of the working class. Pensions were introduced for the elderly, but didn't cover all elderly.

Overall, the Liberal's main objective in implementing the social reforms was indeed to reduce poverty, because the living standards in Great Britain were poor. However, there were other motives behind them as well.

### **Principal Examiner's Comments**

*This was quite a thin and brief answer for a (b) 24 marks question. It mentioned a very limited number of reforms, lacked depth on motivating factors for the Liberal governments and displayed only limited understanding. There was little assessment and appreciation of historical interpretations of any depth. The opening paragraph (of one sentence) made a basic statement. The second referred to the introduction of school meals and medical inspections, but was inaccurate on the latter. The third paragraph (of one sentence) was vague on 'the minimum wage'. The fourth referred to government motivation of needing working class support so therefore the Liberals attempted to improve living standards. Brief reference to pensions was made. There was a rather vague conclusion. Level 2 – 9 marks.*

### **Candidate 5**

- 2 (a) Explain why Lloyd George's coalition government was victorious in the General Election of December 1918. (12 marks)

One reason why Lloyd George's coalition was victorious in winning the General Election of 1918 was because the general public mood was to keep the coalition going. People saw it worked well in the war as Lloyd George the leader and so after the war it would help restore neutrality back to Britain.

Another reason why Lloyd George's coalition won 1918 General Election is because many voters feared the rising Labour Party. After the war it was a perfect opportunity for Labour to gain power as they stood for socialism. However most people feared a Bolshevik revolution would occur in Britain such as already happened in Russia and so because of it people voted for the coalition as they wanted to keep Labour out.

A further reason why Lloyd George's coalition won in 1918 is because Lloyd George was a very skilled politician. People respected his qualities and what he'd done during the war especially in the munitions factory where he helped the shell shortage. The Conservatives who were now the larger party in the coalition especially backed him which links to another reason which is Lloyd George and the leader of the Conservatives Boner Law got on well together. Due to this Lloyd George's coalition was victorious in 1918.

### **Principal Examiner's Comments**

*The opening paragraph referred to the public mood of support for the coalition given its working in wartime. There was a strange reference to 'neutrality', at the end. The second paragraph dealt with fear of Labour, which was linked with the Bolshevik revolution. The final paragraph recognised Lloyd George as a skilled*

*politician and his record in the War. These were then linked to the Conservatives and Bonar Law. So, some range of reasons was given. The answer did need more depth on the Election itself and issues, e.g. the 'Coupon', weak opposition from the Asquithian Liberals, and 'promises' made by Lloyd George's coalition government over the treatment of Germany and 'homes for heroes'. Overall this was a solid Level 3 answer. It had good understanding with selected information but was not comprehensive. Level 3 –8 marks.*

### **Candidate 6**

- 2 (b) How important were Lloyd George's own mistakes in explaining his fall from office in 1922? (24 marks)

Lloyd George was a skillful negotiator and had enjoyed many successes in securing a smooth running of the country. However, there were a number of factors which led to his downfall in 1922.

After splitting the liberal party Lloyd George was vulnerable and may have to change his policies to reflect the conservative opinions more. Lloyd George had helped women get the vote, secure peace (to an extent) in Ireland and kept the country a democracy through war.

However he was sometimes accused of being arrogant and relied heavily on his own opinion and only a few advisers. Although he stopped the country from becoming a military dictatorship, some believe he made it a political one due to the extent of control the government now had.

Along with the poor economic situation Lloyd George had to deal with helping to support the returning soldiers who were promised work and instead found unemployment and poverty. Lloyd George had also promised homes for heroes which didn't happen due to the lack of funds and materials.

The government was running out of money and cuts had to be made which annoyed the public further. Lloyd George was losing support.

The Irish Issue also lost him a lot of support due to the barbarism of the black and tans sent to put down Irish rebellion in 1921. Although he did achieve peace, many saw Lloyd George as a hypocrite and were shocked by his brutality.

To help raise funds Lloyd George had been giving anyone willing to pay a knighthood this undermined this honour as criminals also received a knighthood. This undermined Lloyd George's authority and led to a withdrawal of support from the Conservatives – this was known as the 'honors scandal'.

Another disaster for Lloyd George was the Chanak Affair which left him in a bad position as he sent British soldiers to help those fighting in Greece without getting support from the Conservatives or consulting anyone else. This left him to be seen as a lone horse and incapable of following the stages of democracy. He therefore lost support.

In 1921 Bonnar-Law resigned weakening Lloyd George's position and relations with the Conservatives. The Conservatives had been building up support in by-elections and when felt they were strong enough to win an election in their own right in 1922 they withdrew their support from the coalition and held an election

which they won outright.

Although Lloyd George was a skillful politician, he made mistakes ultimately leading to his downfall. A major mistake however was he himself never really fitting into a political party. He worked best when combining a range of ideas and was successful in gaining support.

### **Principal Examiner's Comments**

*In the main, throughout the answer, connection with Lloyd George's mistakes and relations with the Conservatives were maintained. Following the introduction the second paragraph referred to the Liberal split and Lloyd George's vulnerability and that he 'may have to change his policies to reflect the conservative opinions'. Some of Lloyd George's successes were then listed. The third paragraph considered his style of government and the fourth the poor economic situation, unemployment and poverty and a lack of 'homes for heroes' for returning soldiers. The following paragraphs (six to nine) dealt competently with expenditure cuts (though without detail), loss of support over his policy in Ireland, the Honours Scandal with Conservative 'withdrawal of support', the Chanak crisis and lack of consultation with the Conservatives, Bonar Law's resignation and the ending of the coalition. The conclusion referred to a major mistake of Lloyd George in that he never really fitted into a political Party. The final sentence lacked clarity. Overall, though a little descriptive in places, the answer did provide a wide range of evidence and had some depth on the changing of position of the Conservatives (if not extensive detail). There was explicit understanding and a balanced argument was presented. It might have been more developed on historical interpretations. It was well-written overall and provided a top Level 4 – 21 marks.*