



**General Certificate of Education
January 2011**

AS History 1041

HIS1L

Unit 1L

Britain, 1906–1951

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.

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Generic Introduction for AS

The AS 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 historical skills, which include knowledge and understanding, are usually deployed together. 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 Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS 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:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- 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)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2011

GCE AS History Unit 1: Change and Consolidation

HIS1L: Britain, 1906–1951

Question 1

- 01** Explain why British governments took control of the economy during the First World War. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why British governments took control of the economy.

Candidates might include some of the following factors:

- a necessity in fighting what became a 'total war'. Governments had to take powers for interventionist policies of which control – and direction – of the economy were key. Direction of the Ministry of Munitions by Lloyd George to increase supplies of weapons and shells was a major example of government control

- from the beginning, under D.O.R.A., powers were taken for the effective nationalisation and government control of vital industries to increase production and direct transport for military needs, and control agriculture to increase food production
- restrictions on drinking through reductions in licensing hours and increased taxation were largely introduced to promote productivity by stopping drunkenness of munitions (and other) workers
- working practices had to be controlled and directed towards the war effort (though this was largely done through agreements with the unions). Dilution and employment of women in diverse roles were crucial
- labour had to be directed by exemption from volunteering for the forces and much more significantly from conscription for munitions workers and others in essential industries
- overall the war could not be fought successfully without government controlling economic production in the interests of the nation having to win the war.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might prioritise the need to maximise munitions production to give the forces the necessary means for fighting the war.

Question 1

- 02** How far were changes to the role of women in British society in the years 1914 to 1929 due to the impact of the First World War? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers 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, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. 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 focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting the importance of the impact of the War in changing the role of women in the period might include:

- the War produced (inter-linked) changes in the economic, social and political roles of women which were long-lasting
- reduction of the number of men available for work in the economy, especially after the introduction of conscription in 1916, led to both middle class and working class women replacing men. Not only did their number expand in existing types of employment but also in new employment such as in the munitions factories. The economic changes were probably the most important leading to changes in other areas of British life both during and after the War
- women were placed in positions of authority and/or responsibility. Generally women were better paid than before the War (though only exceptionally like some doctors at the same levels as men). A woman in a munitions factory was better paid than a private soldier at the Front
- changed economic roles led to increased social freedom and independence which lasted into the 1920s
- the suffragettes (and suffragists) had not gained the parliamentary vote before 1914 whereas the economic and wider contributions to winning the War changed opinion and were clearly significant in gaining women the vote for Parliament in 1918
- many of the wartime gains remained permanent.

Factors suggesting that the impact of the War was limited in changing the roles of women and that there were other significant factors might include:

- the slowdown in the changes in women's economic role at the end of the War with many giving up or losing their jobs. Many of the jobs had been short term, such as in the munitions' factories and traditional roles (women as carers, nurses, bearing children to replace the 'lost generation', housewives on the 'kitchen front') remained
- the concept of equal pay remained notional for most employed women
- the franchise granted was limited to those over the age of 30 and not gained by many munitions workers in 1918
- the vote for parliament would have been granted at some point given the evolution of political thought and the example of other countries like New Zealand. When the vote was given on the same terms as for men in 1928, it was not connected with the War and was made to honour an off-the-cuff remark by Joynson-Hicks, the Home Secretary
- the War might have speeded up changes but they were part of the longer-term trends changing the role of women especially from the late 19th century, e.g. in terms of property ownership, in local government (including voting), and employment of middle class women in the professions
- increased numbers of girls and women receiving secondary and university education especially after the Education Act of 1902 was introduced.

Good answers are likely to show an awareness that there is historical debate about the relative importance of the impact of the War as against that of other longer term factors.

Question 2**03** Why did the Labour Government fall from power in 1924? (12 marks)*Target: AO1(a), AO1(b)***Generic Mark Scheme**Nothing written worthy of credit. **0****L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2****L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6****L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9****L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12****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.**

Answers should include a range of reasons as to why the government fell.

Candidates might include some of the following factors:

- as a minority government it was unlikely that it would be long in office following the 1923 General Election
- there were domestic achievements with Wheatley's Housing Act and easier payments of unemployment benefit, but the government's attempted legislation in education and in restoring some of the expenditure cuts by Geddes failed
- Labour supporters were disappointed with the weak, ineffective efforts to reduce unemployment which had become a major problem for the government
- the main reasons for the fall of the government were its relations with the Soviet Union and communism, and specifically MacDonald's handling of the Campbell Case. That can be blamed on the Prime Minister and government, but their minority position meant that a combination of Conservative and Liberal votes, which could not be controlled, would defeat the government sooner or later

- the Zinoviev letter, as a final development of the 'Red Scare', did not topple the government, but, appearing just four days before polling, undoubtedly assisted the Conservatives and harmed Labour in the outcome of the 1924 Election.

To reach higher levels candidates will need to show the inter-relationship of the reasons given, for example they might prioritise the government's minority status or the 'Red Scare' or the level of unemployment.

Question 2

- 04** How far was the downfall of the second Labour Government in 1931 due to rising unemployment? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers 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, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. 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 focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting the importance of rising unemployment in bringing about the downfall of the second Labour Government might include:

- rapidly increasing unemployment, especially as a consequence of the Wall Street Crash, was the major problem facing the Government. There were about two and a half million unemployed by the end of 1930 and the figure rose to three million in 1931
- the government completely failed to solve, or ameliorate, the problem
- the high number of unemployed gave the Government a serious financial as well as a social problem
- Mosley's suggested solutions were rejected and he resigned
- as the Minister responsible for tackling the problem Jimmy Thomas was out of his depth.
- when MacDonald himself took over responsibility he also failed and as a consequence the Labour government fell and the National Government was formed. Most Labour MPs could not accept a reduction in the already meagre level of unemployment benefit (dole) as advocated by the May Committee and accepted by MacDonald and Snowden.

Factors suggesting rising unemployment was not the only factor in causing the downfall of the Government might include:

- it was a minority government and therefore Labour was in a vulnerable position (as in 1924) from the start, even though it was the largest party in the Commons. This minority status led to failure in attempts at constitutional reform, to raise the school leaving age and to repeal the Trade Disputes Act as well as to deal with unemployment
- it was the actual financial and political crises of 1931 which brought down the government
- MacDonald's and Snowden's determination to retain balanced budgets with consequences for the rate of benefit for the unemployed led to opposition from Labour MPs and members who supported adequate (if not improved) benefit payments
- during 1931 international economic and financial problems intensified especially in the USA and in Europe, e.g. with the collapse of some large banks
- publication of the May Report in July 1931 forced the Government, especially with withdrawals of investments from the Bank of England, to make decisions. MacDonald and Snowden supported the May Committee proposals to reduce public spending by £96 million mainly at the expense of the unemployed. Politically this was unacceptable to most Labour MPs, members and many in the Cabinet
- the financial and political crises were on such a scale that a minority government could not deal with them effectively and a national approach involving all Parties was needed. That became MacDonald's decision, though he could persuade only a few in his Party to go with him.

Good answers are likely to show an awareness that, whatever the form of the financial and political crises in 1931, the economic situation with such high unemployment was the root cause of the downfall of the Labour Government.

Question 3

05 Explain why Winston Churchill became Prime Minister in May 1940. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why Churchill became Prime Minister.

Candidates might include some of the following factors:

- the military crisis following the loss of Norway to Germany
- the political crisis with the loss of confidence in Chamberlain by the public and politicians including many Conservatives. He had failed to organise the economy as well as the military adequately
- Churchill had the reputation of having been the main opponent of appeasement policies during the 1930s and had warned about the aggressive nature of Hitler's Germany. With his enthusiasm he seemed to be the better candidate than Halifax, who was hesitant and a member of the Lords, to become the leader of the country in the War
- in May 1940 Churchill achieved political unity in that all Parties, and most notably Labour, agreed to serve in his Coalition Government whereas Labour had refused to join Chamberlain's Government at the beginning of the War

- Churchill's political style and powers of oratory in dealing with the crisis in the spring of 1940 stood in marked contrast to that of 'the appeaser' Chamberlain.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might prioritise Churchill's consistent record in opposing Nazi Germany compared with Chamberlain's lack of readiness for war and his political weakness.

Question 3

- 06** How far was the Conservative defeat in the 1945 Election due to Churchill's reluctance to support social reform? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers 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, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. 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 focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
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- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgment by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting that Conservative defeat was due to Churchill's reluctance to support social reform might include:

- Churchill and most other Conservatives in the Coalition Government had little commitment to implementing the Beveridge proposals for social reform, regarding them as too ambitious and expensive to introduce as a whole
- Churchill himself had little time to consider the proposals for social reform in detail, even by the time of the 1945 Election, having given his full attention to winning the War and relations with Britain's allies
- on the other hand public opinion and Labour politicians believed that the social problems the country was made aware of during the 1930s and highlighted by the condition of many evacuees, as well as in the *Beveridge Report*, had to lead to improved lives for all in Britain
- Churchill was out of touch with the improvement in the system of social insurance considered vital for post-war recovery by so many
- political pressure from Labour members of Churchill's Government, the Labour Party as a whole, the Common Wealth Party and the Archbishop of Canterbury (William Temple), together with public enthusiasm, ensured that the *Beveridge Report* was kept at the heart of proposals for post-war Britain.

Factors suggesting that the Conservative defeat was not simply due to Churchill's reluctance to support social reform might include:

- during the last two years of the War Churchill's Coalition Government published White Papers on implementing the Beveridge proposals on poverty, health and unemployment.
- before the War ended the Coalition Government introduced family allowances and the 1944 'Butler' Education Act
- however, it was the Labour members of that Government in their ministries, responsible for much of the Home Front, who were committed to implementing Beveridge and social reform
- wider factors were important in the Conservative defeat. The Tories were associated with the 'failed' policies of the 1930s connected with mass unemployment, social deprivation and appeasement. Their Party retained an outdated image. Churchill, even as 'the man who had won the War', could not overcome the tainting of the Conservative record of the 1930s. The electorate rejected the Conservatives rather than Churchill himself. Churchill was the Conservatives' main electoral asset, but he made mistakes other than his lack of enthusiasm for social reform with rather absurd attacks on his erstwhile Coalition partners in the Labour Party especially in his 'Gestapo speech'
- in 1945 the Conservatives lacked clear policies overall for post-war Britain (compared with Labour's programme). The Conservative performance in the Election campaign itself was generally lacklustre
- Labour's appeal, as opposed to that of the Conservatives, was based in a political climate favouring a fresh start for Britain in peacetime and was related to the mood of the British people in 1945 and especially to younger voters and those in the armed forces. Labour's manifesto, *Let Us Face the Future*, contained constructive proposals including full implementation of the *Beveridge Report*. Though lacking the dynamism of Churchill, Attlee was seen as a more appropriate leader for peacetime.

Good answers are likely to show an awareness that whereas Churchill's reluctance to support social reform, especially when compared with Labour's proposals, was a factor in the Conservative defeat, other factors such as memories of the Conservative record in the 1930s, were as significant, if not more so.