



**General Certificate of Education  
January 2012**

**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 students' 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 students' 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 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](http://www.aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## 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 students. 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 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 Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 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:

- 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 2012

**GCE AS History Unit 1: Change and Consolidation**

**HIS1L: Britain, 1906–1951**

**Question 1**

**01** Why did the Lloyd George Coalition win the General Election of 1918? (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 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.**

Answers should include a range of reasons as to why the Coalition won.

Students might include some of the following factors:

- Lloyd George, at the head of the Coalition government since late 1916, dominated British politics by the end of 1918 because of his dynamic leadership, first as Minister of Munitions then as Prime Minister, and was seen as ‘the man who won the War’
- the wartime Coalition government was overwhelmingly regarded as successful and believed to be able to carry that success into peacetime. Promises such as making the

Germans pay for the War and 'homes for heroes' were widely believed as achievable, as was the view that the Coalition was best able to return the country to normality

- Bonar Law believed that the Conservatives could benefit from Lloyd George's popularity. The Conservatives, who had not been in office on their own since 1905, were not yet confident enough to fight an election against Lloyd George and saw the political advantage of keeping the alliance with him in government. They rightly believed he would deliver a clear victory from which they would benefit. (There was Conservative opposition to continuation of the Coalition but such Tories won only 48 seats.)
- facing the popularity of Lloyd George and the Coalition the opposition parties were in a weak position. The Asquithian wing of the Liberal Party had an outdated message to offer and was emasculated by the split with Lloyd George's Liberals, a division emphasised by the Maurice Debate and giving of the 'coupon' to Coalition Liberals in the Election campaign
- though the Labour Party had re-united and left the Coalition, its socialist message had limited support, even amongst the working classes, in the context of euphoria of victory at the end of the War
- the appeal of the Coalition was not just based on patriotism and achieving victory. Many women (voting for the first time) acknowledged that Lloyd George's government had granted them the franchise.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain how the appeal of opposition parties was very limited given the dominance and popularity of the Coalition led by Lloyd George in the context of the political circumstances following the end of the War.

---

**Question 1**

- 02** How successful was Lloyd George's government in dealing with domestic problems in the years 1918 to 1922? (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 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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that Lloyd George's government was successful in dealing with domestic problems might include:

- maintaining the Coalition government of Lloyd George's Liberals and the Conservatives until 1922
- demobilisation of troops and change from wartime to peacetime economy in 1919
- as a result of Addison's 1919 Housing Act building 200 000 council houses ('homes for heroes')
- extending Unemployment Insurance to cover almost all workers and introduction of 'the dole'
- as Prime Minister Lloyd George successfully dealt with industrial unrest principally through compromise with the miners and dockers, and avoided the threatened general strike in 1921
- he eventually brought about 'a solution' of the Irish problem through partition and recognition of the 'Irish Free State.'

Factors suggesting that Lloyd George's government was not successful in dealing with domestic problems might include:

- Lloyd George's own political mistakes in style of governing, e.g. infrequent visits to the Commons and use of the 'Garden Suburb', and the crucially important Honours Scandal
- the deteriorating relationship between Lloyd George and the Conservative majority in the Coalition especially in 1922 with culmination of opposition to him and a continuation of the Coalition at the Carlton Club meeting
- failure to deliver fully on promises made in 1918 for 'Homes for Heroes' with insufficient housing being built and cuts in government expenditure, notably through the Geddes Axe
- only limited success in dealing with the war debt and industrial unrest
- failure to prevent mass unemployment
- policy on Ireland which veered from using terror and repression to compromise which pleased few and especially not Conservatives.

Good answers are likely to show an awareness that many of the problems encountered by Lloyd George in dealing with post-war problems arose from being in coalition with the Conservatives.

---

**Question 2**

- 03** Explain why the Labour Party did not win many seats in the General Election of 1931.  
(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 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.**

Answers should include a range of reasons as to why Labour won few seats (52 compared with 288 in the 1929 Election).

Students might include some of the following factors:

- the Labour government had failed to deal with the economic and financial crises of 1931, and split with their leader deciding to lead a national coalition in August
- though most in the Labour Party opposed Macdonald, there was considerable support in the Conservative and Liberal Parties for a national government
- immediate acts of the National government were to restore confidence in sterling, after the Invergordon 'mutiny' to abandon the gold standard (which the new government had originally promised to maintain), to gain a loan from New York banks, and implement most of the May Committee cuts including reducing unemployment benefit and pay of public sector employees

- the actions of the National government were presented, especially in the press, as patriotic to deal with the 'national emergency' which Labour was blamed for creating
- the National government called an election in October asking for support for its policies with the Conservatives finally committed to introducing protection. It gained overwhelming support winning 554 seats (Conservatives 473, Liberals 68, National Labour 13)
- Labour was clearly blamed for the 1931 financial and political crises, though its popular vote declined by only two per cent, but the 'First Past the Post' voting system led to the winning of only 52 seats.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain the inability of the Labour government and Party to solve the crises of 1931 compared with the determination of Baldwin and MacDonald to work together in what they claimed was the 'national interest'.

---

**Question 2**

- 04** How successful was the Labour Party in strengthening its political position in the years 1932 to 1940? (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 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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting success of the Labour Party in strengthening its political position might include:

- moral standing of Lansbury (and also Henderson) which helped to stabilise the Party after the debacle of 1931
- after Attlee became leader in 1935 the Party was strengthened by increased membership and revised policies. In particular pacifism was dropped in favour of support for armed intervention by the League of Nations, if necessary, given the threats to peace from Germany, Italy and Japan
- the Labour leadership, especially under Attlee, pursued moderate policies in alliance with union leaders such as Bevin and was committed to democratic socialism with 'the Left', led by Cripps, given little influence. From 1938 Labour was helped by support from the *Daily Mirror* as well as the *Daily Herald*
- Keynesian economic policies were adopted and from 1937 that of nationalisation of industries, policies which appealed to trade unionists and many in the working classes, especially in areas with high unemployment
- Labour won most of the by-elections held between 1931 and 1940 and gained control of the London County Council in 1934
- in the 1935 General Election Labour made a net gain of 102 seats with a total of 154 in the Commons and received 38 per cent of the popular vote, its highest proportion to that date.

Factors suggesting that the strengthening of Labour's political position was unsuccessful or limited or due to alternative factors might include:

- Labour formed the official Opposition from 1931 to 1940 but politics were dominated by the overwhelmingly Conservative National governments
- though there was increasing support for Labour in some areas such as Scotland, South Wales, northern England and London, it made little progress in southern England and the Midlands, nor amongst the middle classes
- Labour benefited from being the only credible opposition party because the Liberals remained split after 1931 (and over protection) with disastrous losses in the 1935 Election
- Labour also benefited from the extremist parties, the CPGB and the BUF, gaining minimal electoral support for parliamentary seats.

Good answers are likely to show an awareness that the strengthening of the political position of the Labour Party was due to a wide range of reasons, not only because of its leaders and policies, but also because of disillusionment with the policies of the National governments.

---

**Question 3**

- 05** Explain why the Labour government faced opposition to the establishment of a National Health Service after the Second 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 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.**

Answers should include a range of reasons as to why Labour faced opposition on this issue.

Students might include some of the following factors:

- reluctance of Churchill and the Conservatives in the wartime Coalition government to support fully the Beveridge Report proposals
- Conservative opposition to the 1946 National Health Service Act and the introduction of the Service in 1948 was based on both ideology (including resistance to state socialism) and costs, especially at a time of economic and financial crisis
- Conservatives and others were critical of the provision of medical aids such as spectacles which many did not actually need
- Bevan's determination and political dynamism intensified opposition, at least until he was prepared to make compromises
- concern of doctors, led by the BMA, not to lose their self-employed independence and of hospitals not to lose their fees, endowments and independence

- when Bevan began to make compromises, the BMA, consultants and doctors pressed for further concessions.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that political opposition was easily overcome by Labour's majority in the Commons but that opposition of the medical profession was more effective because without its agreement the NHS could not be operated.

---

**Question 3**

- 06** How successful were the Labour governments in dealing with social problems in the years 1945 to 1951? (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 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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting success of the governments in dealing with social problems might include:

- implementing many of the recommendations of the *Beveridge Report* and tackling the 'five giants' of Want, Disease, Ignorance, Squalor and Idleness, and/or overcoming some of the post-war social problems
- establishing and/or extending National Insurance and benefits (maternity, illness, unemployment and age) to provide a basic minimum standard of living or support for everyone from a welfare state 'from the cradle to the grave'
- establishment of the National Health Service, Labour's flagship policy and central amongst measures establishing the welfare state. For the first time in Britain all had access to free medical services at the point of delivery. It led to considerable improvements in health and decrease in the incidence of some diseases (though these were continuation of longer term trends)
- implementation of the Butler Education Act and raising of the school leaving age to 15
- providing housing especially for those made 'homeless' during the War and the construction of the New Towns
- maintaining full employment, partly through nationalisation of key industries, with no return to the problems of the 1930s.

Factors suggesting a lack of, or limitations of, success might include:

- economic and financial problems arising from war debt and the dislocation hindered the governments' tackling of social problems, e.g. the level of benefits remained low and poverty was not abolished
- the costs of the welfare state were enormous and ultimately only made possible by monies provided under the Marshall Plan
- in particular the NHS had enormous costs, which almost doubled from 1948–1951. This led to the introduction of prescription charges to keep the funding of the Service viable, though these undermined Bevan's principle of free health care at the point of need
- the education reforms, especially the use of the '11 plus exam', limited progress for many in secondary education and especially working-class children
- the provision of housing, though extensive (1.75 million dwellings by 1951), did not meet demand. Many of the new dwellings were 'prefabs'
- some women gave up their employment from wartime reluctantly to make way for men returning from the armed forces.

Good answers may show an awareness that dealing with some problems, e.g. providing benefits and especially the National Health Service were more successful than others such as housing and/or there was considerable success overall given the context of post-war recovery and major economic problems.

### **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](http://www.aqa.org.uk/umsconversion)