



General Certificate of Education

A2 History 2041

Unit 3: HIS3J

The State and People: Britain, 1918–1964

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

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

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Generic Introduction for A2

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

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

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

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

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

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

CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

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

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

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

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

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

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

Criteria for deciding marks within a level:

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

Specimen Mark Scheme for examinations in June 2010 onwards**A2 Unit 3: The State and the People: Change and Continuity****HIS3J: The State and People: Britain, 1918–1964****Question 1**

- 01** To what extent was the political domination of the Conservative Party in the years 1924 to 1964 due to the appeal of its leaders? (45 marks)

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

Generic Mark Scheme for essays at A2

- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**

Indicative content

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

Answers should show understanding of Conservative success in the 1924 election (Baldwin) and that the Conservative Party dominated the National Government, which was victorious in 1931 and 1935. Post-war, Churchill's victory in 1951 led to thirteen years of Conservative government, as victories followed in 1955 (Eden) and 1959 (Macmillan).

Appeal of its leaders:

- 'Honesty and safety' account for the appeal of Baldwin, in contrast to the instability threatened by the short Labour experiment and the scandal of the Zinoviev letter; success in ending the General Strike without serious confrontation; the candid promise of 'no great rearmaments' during the 1935 election campaign; handling of the Abdication Crisis.
- Chamberlain had some success in conquering unemployment, and appeasement was popular until at least October 1938 and probably later.
- Churchill was still the man who had won the war and the party programme in 1951 offered housing, red meat etc.
- Eden was personally attractive and he had a reputation as an international statesman, as well as having stood against appeasement in 1938–1939.
- Macmillan's use of television and his progressive plans, e.g. for housing, won him popular support and he is best remembered for declaring 'You've never had it so good'.

However, leadership was not always a Tory strength:

- Baldwin was despised by the workers following the General Strike and the 1927 Trades Disputes Act; Chamberlain was the 'guilty man' of appeasement, Churchill was the epitome of traditional Conservatism and was felt by many to have cost the party the 1945 election, Eden was a huge disappointment, with the Suez debacle on his record, Macmillan reduced the Empire and failed to win acceptance into Europe after his U-turn.
- By the post-war period Tory leaders were seen as 'Establishment' figures, out of touch with the 'real' world in which most people lived.

Other factors**Economic success**

- Improvement in living standards, with the end of rationing, rise in wages, car and TV ownership, reduction in the working week, huge programme of housing, increase in state benefits, expansion of education.

Labour weaknesses

- The Labour Party lacked the deep roots to win a majority in the inter-war years and the minority governments were always vulnerable to the withdrawal of Liberal support.
- The success of the Labour Party in 1929 coincided with the Wall Street Crash and unemployment, making socialist reconstruction impossible. Instead they were forced to cut benefits.

- The division of the party from 1931 between MacDonald and the majority of the party destroyed the credibility of both.
- By 1951 Labour looked short of ideas, were associated with austerity, and looked divided following the resignations of Bevan and Wilson over NHS charges.
- Further divisions developed over defence policy and the future of Clause 4.

Decline of the Liberal Party

- The divisions between Lloyd George and Asquith first allowed Labour to become the second party and then led to the collapse of Liberal support.
- Liberal ideology was out of sync with the need for state intervention in the inter-war and post-war years.
- The importance of class left the Liberal Party without a natural constituency.

Judgement might be demonstrated by considering the relative importance of different factors at different times across the period, or by arguing that Conservative leadership was particularly significant when compared to the leadership of the Labour and Liberal Parties.

Question 2

- 02** 'Lloyd George fell from power in 1922 because of his style of government after 1918.'
To what extent do you agree with this view? (45 marks)

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

Generic Mark Scheme for essays at A2

- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**

Indicative content

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

Style of government:

- Lloyd George's style of government was increasingly dictatorial after 1918. His profile as the man who had won the war made him almost unchallengeable, but allowed him to act without proper consultation.
- This allowed him to govern through an inner cabinet and only hold sporadic cabinet meetings.
- This was made worse by the unpopular policies he pursued, e.g. partition of Ireland which infuriated the many Unionists amongst the Conservative Party.
- He also acted without consultation over the 1922 Chanak Crisis, infuriating Conservatives, and triggering his downfall.
- All of this led to Conservative disillusionment with Lloyd George, and hence to the decisive meeting at the Carlton Club. Baldwin struck a chord when he warned that Lloyd George's dynamic force was a 'very terrible thing'.

Other factors:

- The Conservative Party feared Lloyd George was no longer popular with the electorate following by-election victories for non-Coalition Conservatives.
- Resignation due to ill-health of Bonar Law, the main ally of Lloyd George.
- Inability to solve the post-war depression; 2 million unemployed by 1921, failure to satisfy anyone with the extension of National Insurance on a non-contributory basis, industrial unrest and the miners' strike, Geddes Axe.
- Lloyd George's private life and the corruption of the sale of honours sullied his image.
- Criticism of foreign policy, with reference to the Paris Peace Conference and the Peace Treaties, ending of the intervention in Russia and linked to above, the Chanak Crisis.

Answers may demonstrate judgement by showing understanding of the inter-relationship between Lloyd George's style of leadership and the fact that this made him vulnerable once he became an electoral liability to the Conservatives.

Question 3

- 03** To what extent was Britain's application to join the EEC motivated by the economic problems facing Britain in the early 1960s? (45 marks)

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

Generic Mark Scheme for essays at A2

- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
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Indicative content

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Economic problems motivated Britain's decision:

- Poor annual growth rate compared to members of the EEC; after 1955 Britain's annual economic growth rate of 2.8% was dwarfed by that of Italy (5.4%), France (5.4%) and West Germany (5.7%).
- British production was falling behind members of the EEC; France had seen its production increase by 75%, stimulated by demand from other EEC countries, and West German production was up by 90%; British production had only increased by 30%.
- Inefficiency of British companies was increasingly a concern. Competition from Europe would force British companies to become more efficient. Greater efficiency would lead to cheaper exports and therefore greater sales.
- Britain's share of world trade was falling. EFTA had performed poorly, as the population of the member states was relatively low; it was clear that the purchasing power of the 165 million inhabitants of the EEC was potentially far greater than of 800 million in the Commonwealth.
- The Empire had become a burden. Macmillan had ordered a review of the cost of the Empire in 1957. He became convinced that Britain could not afford the Empire and therefore Britain withdrew from Africa. He believed that Europe was therefore the key to Britain's economic development.

Other motivation

Political reasons for joining:

- Macmillan believed joining would mark a new age for Britain.
- Inevitable given the decline in the Empire. Leadership of the EEC would give Britain a new global role, leading the Western resistance to Soviet Communism.
- Economic integration had made political union almost inevitable. Britain now needed to be part of EEC to influence the development of the political union. Harold Macmillan made this clear in *Britain, the Commonwealth and Europe*, published in 1962.
- The United States favoured Britain joining the EEC. Kennedy saw it as essential to strengthen democracy in Western Europe and to prevent French domination of Western Europe.
- Greater economic efficiency would require a reduction in manpower. This was considered to be desirable, but politically suicide; however, if Britain joined the EEC and unemployment rose, then Europe could be blamed.

Military reasons for joining:

- US military commitment to Europe needed Britain in Europe; a united Europe was necessary to resist the threat of the USSR. As Heath wrote in 1961, "Europe must unite or perish".

Judgement might be demonstrated by arguing that by 1963 Macmillan was convinced Britain needed a new world role that could be provided through the EEC, which was also a better bet than the Commonwealth as a market for British exports.