



**General Certificate of Education  
January 2013**

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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 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)**

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##### **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 2013

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

**HIS1L: Britain, 1906–1951**

**Question 1**

- 01** Explain why most women were granted the vote in Parliamentary elections in 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 most women were granted the vote in Parliamentary elections in 1918.

Students might include some of the following factors:

- their work during the First World War directly for the military effort, for example as munitions workers, and replacing men serving in the forces in a whole range of occupations
- the changed social status of women as a result of wartime experiences

- the impact of the suffragist and suffragette movements before the War, the suspension of militant activity by the latter group in 1914 and the 'demand to serve'
- the change of mind of so many MPs (reflecting public opinion), who had been lukewarm about the female suffrage before the War
- the decision to include some women as voters in the Representation of the People Act (February 1918) aimed at extending the vote to all men over the age of 21 to include those who had fought in the War. (At least 20 percent of men were still disenfranchised before 1918)
- the example of other states, such as New Zealand, which had granted women the vote for parliament.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain how economic, social or political changes produced by the First World War linked with the demand by suffragists and suffragettes for the vote.

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**Question 1**

- 02** How far did the First World War change the position of the Liberal Party by the end of 1918? (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.

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Factors suggesting that there were significant changes in the position of the Liberal Party by the end of 1918 might include:

- the First World War had a massive impact on British politics and especially the Liberal Party
- the acceptance of sharing power by the Liberals in forming coalition governments in the wartime situation of Britain
- the highly significant split over war leadership, the Liberals effectively forming two parties, the followers of Lloyd George and of Asquith
- in 1918 Lloyd George had no choice but to continue in coalition with the Tories if he was to stay in power
- the relative increase in power of Conservatives having entered government, albeit in coalition with the Liberals
- the results of the December 1918 Election in Britain: total Coalition MPs 478 including 332 Conservatives compared with just 127 (Lloyd George) Liberals; Labour 63 (with the Party increasing its support from the working-class electorate); Asquithian Liberals 28; non-Coalition Conservatives 48
- the dominant numerical position of the Conservatives within the Commons after that Election and their significant roles within the Coalition cabinet suggesting that Lloyd George was potentially 'a prisoner of the Conservatives'
- the strengthened position of the Labour Party following its ministerial experience within the wartime coalitions and its position as the official Opposition, rather than the Asquithian Liberals, after the 1918 Election.

Factors suggesting that the change in position of the Liberal Party was limited might include:

- the government was still led by a Liberal, the outstanding politician of the time and the 'man who had won the War'
- within the Coalition government the proportion of Liberal ministers was far higher than the proportion of Liberal MPs within the Coalition
- an independent Liberal Party still existed under the leadership of Asquith
- although becoming the largest party in the Commons in 1918, most Conservatives had felt unable to contest the Election on their own and without 'the coupon'
- Labour was still a relatively small party
- there may have been other factors, such as long-term decline, affecting the position of the Liberal Party.

Good answers are likely to show an awareness that there had been significant change in the position of the Liberal Party producing a different political landscape than that which had existed in 1914 with the split between Lloyd George and Asquith the most significant of those changes. There may also be reference to longer term factors relating to the decline of the Liberal Party.



## Question 2

- 03** Explain why Ramsay MacDonald decided to lead a 'National Government' in August 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 MacDonald decided to lead a 'National Government' in August 1931.

Students might include some of the following factors:

- the Labour Government's failure to solve the financial crisis caused by the consequences of the Wall Street Crash and especially the costs of rising unemployment
- the political crisis over the extent of cuts in government expenditure to be made, especially in unemployment benefit, with the Labour cabinet split and most Labour Party MPs and members opposed to the proposed cuts of the May Committee and those of MacDonald and Snowden
- the determination of MacDonald and Snowden to maintain financial orthodoxy in balancing the Budget and for Britain to remain on the Gold Standard, and their perceived necessity of securing foreign loans

- the role of George V in persuading MacDonald to lead a 'coalition' of the three main parties in the 'national interest' and to put 'country before party'
- the role of Baldwin, and to some extent Samuel, in political manoeuvring to allow Macdonald to lead, at least nominally, a 'National Government' to implement expenditure cuts.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain the link between the collapse of the Labour Government with MacDonald's desire to deal with the financial crisis facing Britain regardless of the position of most within his party.

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**Question 2**

- 04** How successful were the National Governments in dealing with economic problems in the years 1931 to 1939? (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.

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Factors suggesting success of the National Governments in dealing with economic problems might include:

- the governments took action to revive Britain's economy by, for example, abandonment of the Gold Standard to encourage exports, the 1932 Import Duties Act (adoption of protection), low interest rates and the 1934 Special Areas Act
- rearmament from 1935 assisted the revival of the staple industries
- there was a fall in the number of unemployed from almost three million in 1932 to about one and a half million in 1939
- encouraged by government, some workers moved to find employment, e.g. Scots to Corby
- payments were made to the unemployed in the form of the dole, even if reduced after the 1931 crisis and subject to a means test. Much of the dislike of the means test was removed by establishment of the Unemployment Assistance Board (set up under the 1934 Unemployment Act), mainly effective from 1937 when the issues over the dole became less controversial and payments were increased for many
- much of Britain, notably in the South and Midlands, experienced relatively low unemployment and relative affluence, though this was based on the development of 'new industries', such as car manufacture and chemicals, and particularly by the expansion of the building industry especially in providing new houses, as much as on government policies such as cheap money.

Factors suggesting the lack of success for the governments in the period might include:

- failure to stop the structural decline of Britain's staple industries (coal, iron and steel, textiles and ship-building)
- the Special Areas Act made only £2 million available and only to the severest areas of depression
- unemployment levels had never been as high or persistent as they remained throughout the 1930s. There was mass unemployment of workers in the old staple industries
- throughout the decade there was limited improvement in the plight of the unemployed and the National Unemployed Workers' Movement (NUWM) remained active throughout the 1930s campaigning for a higher benefit and organising demonstrations
- hunger marches were frequent with the most famous being the Jarrow Crusade in 1936, organised by Ellen Wilkinson and the Labour Party.

Good answers are likely to show an awareness that economic recovery after 1932 was as much, or more, brought about by recovery in world economies and changes in Britain's own economy than the limited actions of the National Governments.

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**Question 3**

**05** Explain why most Labour MPs supported the 1942 Beveridge Report. (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 Labour Party supported the Beveridge Report.

Students might include some of the following factors:

- most Labour MPs had become committed during the 1930s, and more emphatically during the War, to collective action for welfare and social reform to improve the lives of British citizens. It wanted to build on the work of previous governments, and especially those of the pre-First World War Liberal governments, in relation to welfare benefits such as old age pensions and National Insurance
- the Beveridge Report with its proposals to attack the five giants of Want, Disease, Ignorance, Squalor and Idleness, and for a basic standard of living for all from the cradle to the grave fitted entirely with Labour values
- public opinion seemed to favour Beveridge's proposals which promised better lives after the problems of the 1930s and the sacrifices of wartime

- as support from Churchill and the Conservatives was lukewarm, the Labour Party could use the Beveridge proposals to draw a distinction between itself and the Conservatives, ready for a return to peacetime democratic politics. It was used as a 'vote winner' in the 1945 Election
- Labour did not wish to be outshone in enthusiasm for social reform by the new left-wing Commonwealth Party or William Temple, Archbishop of Canterbury
- Labour left-wingers were critical of the Beveridge Report as they believed it had flaws: flat-rate National Insurance contributions were unfair to the lower paid; benefits and pensions were inadequate. Nevertheless the majority of Labour MPs and party members generally were much in favour of the proposals.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might show the link between the Beveridge proposals and Labour values and policies, and/or the change in public opinion about state intervention in society during the War.

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**Question 3**

- 06** How successful were Attlee's Governments in establishing a welfare state 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 that the governments were successful in establishing a welfare state might include:

- many of the extensive proposals of the Beveridge Report, to which Attlee's governments were committed and which the electorate had supported in 1945, were implemented. No one was 'allowed' to fall below a minimum standard of living 'from the cradle to the grave'
- the National Insurance Act of 1946 effectively extended the scope of the previous scheme to cover almost the whole population. All employers and employees had to buy 'the stamp' and benefits were paid to the ill, the unemployed and the old. The principle of insurance cover and payment of benefits by the state were extended in the Industrial Injuries Act (1946) and the National Assistance Act (1948)
- at the heart of the welfare state was the creation of the National Health Service. Despite Conservative opposition to the establishment of the NHS, by 1951 it was so popular that Conservative governments retained it and other welfare measures introduced by Labour
- Attlee's governments also provided substantial numbers of dwellings (about one million), especially council houses following the devastation of war
- the welfare measures significantly improved the health and basic standard of living even by 1951
- despite the major economic and financial problems following the dislocation and devastation of war, the governments did establish a welfare state.

Factors suggesting that establishment of a welfare state by Labour was not successful, or limited, might include:

- Attlee's governments were handicapped by the financial and economic problems following the War and were unable to spend as much as they wished on welfare and health, despite continuation of austerity policies and rationing which made the governments unpopular
- opposition to the establishment of the NHS, the central aspect of the welfare state, by doctors and Conservatives led to compromises by Bevan, e.g. on payments to doctors and retention of private beds
- measures for the welfare state and particularly the NHS were controversial because of their cost and led to division in the Labour government over the introduction of prescription charges, which undermined Bevan's principle of all health care 'to be free at the point of delivery'
- the number of new dwellings built never satisfied the post-war needs and demand. Many of the new dwellings were just temporary 'prefabs'.

Good answers are likely to show an awareness that the governments were largely successful in establishing a welfare state despite the context of severe economic and financial problems and/or issues surrounding funding of particularly the NHS.

### 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)