



**General Certificate of Education
June 2013**

A2 History 2041

HIS3J

Unit 3J

The State and People: Britain, 1918–1964

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

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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:**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 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:

- 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

June 2013

A2 Unit 3: The State and the People: Change and Continuity

HIS3J: The State and People: Britain, 1918–1964

Question 1

- 01** 'The decline of the Liberal Party, in the years 1918 to 1931, was due to divisions within its leadership.'
Assess the validity of this view. (45 marks)

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

Generic Mark Scheme for essays at A2

- | | | |
|------------|--|--------------|
| | Nothing written worthy of credit. | 0 |
| 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. | 1-6 |
| 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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. | 26-37 |
| L5: | Answers will show a very good 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 well-structured and fluently written. | 38-45 |
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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 will need to assess the extent to which divisions in the party leadership led to decline and balance this against the role played by other factors.

Students may refer to some of the following material in support of the role played by divisions in leadership.

- the Liberal Party was split on many occasions in this period, beginning with the split between Asquith and Lloyd George throughout the post war coalition. Students may refer to the Coupon election and the damage done to the unity of the party
- students may also refer to the damage caused by Lloyd's George's policies and actions during the coalition and the criticism that was heaped on him by Asquith, particularly over Ireland. Some reference may also be made to the decline in the number of seats won by the Liberals in this time period
- students may also refer to the financial constraints suffered by the Liberals which prevented them from fielding a large number of candidates, Lloyd George did not make his funds available until he had taken over from Asquith as the official leader. Although the funds were available for the 1929 election, this was probably too late
- students may refer to further disunity in the party leadership after the 1929 election, with much of the leadership lukewarm about Lloyd George's radical spending proposals
- further splits occurred on the formation of the National government and again between the Simonites and Samuelites over the issue of protection. This arguably prevented the Liberal Party from taking advantage of Labour disarray after the crisis of 1931.

Nevertheless, there are a number of other factors to consider:

- funding was an issue that would have affected the Liberal Party without the impact of the Lloyd George/Asquith split. The Conservatives had a funding advantage as did the Labour Party, with funds from the trade unions and from party members
- the electoral system may be cited as a factor in Liberal decline and students may explain how the first past the post system benefitted the other two parties
- the issue of polarisation of the electorate may also be mentioned and the possibility of class based politics squeezing the Liberals out. Students may refer to the position of the Conservatives as the anti-socialist party, whereas Labour was now seen as the party of reform
- the above point could also be linked to the possibility that Labour had become the natural choice for opponents of conservatism after their reasonably successful ministry in 1924. Students may refer to Asquith's choice to support this ministry as a mistake
- the issue of free trade as a Liberal issue may also be linked to the argument that the Liberals were an issue based 19th century party rather than one which appealed to the modern electorate.

Furthermore, students may:

- refer to the longer term problems of the Liberal Party, including the impact of the war. This is not necessary but can be valid in showing that the student is aware of the context of the issue
- refer to the strength of the other parties as a cause of Liberal decline

In conclusion, students may:

- show awareness of the issues facing Liberalism in the interwar years
- assess the importance of the splits in party leadership against a range of other factors in order to reach a judgement.

Question 2

- 02** 'Britain suffered little from economic depression during the 1930s.'
Assess the validity of this view.

*(45 marks)**Target: AO1(a), AO1(b), AO2(b)***Generic Mark Scheme for essays at A2**

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good 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 well-structured and fluently written. **38-45**
-

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 will need to assess the extent to which Britain suffered from economic depression during the 1930s. They will need to show awareness of the extent of economic depression in this period.

Students may refer to some of the following material in support of the ways in which Britain 'suffered little':

- by the mid-1930s many areas in the south and the midlands were experiencing economic growth. Unemployment was focused in the industrial areas of the north and in south Wales
- in the prosperous areas there was a growth in consumer spending fuelled by a housing boom. This was accompanied by a development of leisure spending with shops such as Woolworth's leading a retail boom. Cinemas were accessible to all even in the depressed areas and attendances rose rapidly. Access to the radio also helped to lead to a boom in popular culture
- there was also growth in new industries such as electrics and chemicals with many of these new industries located in the prosperous south
- wages were worth more which helped to spur this consumer boom.

Students may counteract these points by suggesting Britain suffered considerably:

- the common image of the 1930s is one of unemployment and economic depression., Unemployment remained high throughout the decade and in many areas reached staggering percentages. Students may quote figures showing that in areas such as Jarrow unemployment reached 68% in 1934
- students may mention the impact of depression by referring to the extent of poverty in the depressed areas, the increase in diseases such as rickets and the low wage levels in these areas
- students may refer to the problem of long term unemployment and relate this to the depressed areas where decline in the staple industries led to long-term hardship
- references may be made to literature highlighting the problems suffered by workers at that time
- students should also mention that the early 1930s was a time of high unemployment throughout Britain.

Furthermore, students may breakdown the degree of suffering e.g.:

- refer to the impact of deflation which meant that both wages and benefits had increased in value and real wages had increased
- be aware that although many areas did suffer from depression throughout the 1930s there was still greater access to leisure activities than previously and a wider benefits system did alleviate some of the worst aspects of the depression.

In conclusion, students may:

- conclude that the 1930s were an era of depression for some areas throughout the whole of the time period

- all areas suffered unemployment and depression in the early 1930s, however, by the later part of the decade many areas were enjoying a consumer boom and increased affluence.

Question 3

- 03** 'No government was successful in dealing with the problem of housing in the years 1918 to 1964.'

Assess the validity of this view.

(45 marks)

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

Generic Mark Scheme for essays at A2

Nothing written worthy of credit.

0

- 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. **1-6**
- 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**
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-

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 will need to evaluate the success of the housing policies of governments in the years 1918 to 1964 and balance this against the extent of housing needs and relative failure.

Students may refer to some of the following material in support of the argument that housing policies were largely failures.

- despite many attempts to improve the housing stock and to deal with the problem of slum housing, there were shortages and poor housing conditions for many in this time period
- 'Homes fit for Heroes' were also described as 'homes that only a hero would live in'. Despite the need for Reconstruction the house building programme was a victim of the cuts imposed by the Geddes Axe in 1921
- both the Wheatley and Greenwood Acts built a number of houses, but they were still far short of the totals needed to provide decent quality cheap housing. The Greenwood Act also fell victim to government cuts
- although there was a house building boom in the 1930s, the houses built were largely private and purchased by more affluent households, little was done to improve social housing
- the Labour governments of 1945–51 are usually judged to be successful, however they faced huge housing problems which they did not totally overcome. There was an outbreak of squatting because so many people were unable to find adequate accommodation and the government was forced to rely on prefab housing because the need was so great
- the Conservative governments from 1951–64 presided over a housing boom, however this was again largely a private boom and did not address the issues of social housing.

Nevertheless, there are a number of other factors to consider:

- a considerable number of houses were built as part of Reconstruction and the principle of social housing was established
- both the Wheatley and Greenwood Acts had been successful. The Wheatley Act was continued by the Conservative government of 1924 to 1929. This government also took action to deal with some slum dwellings
- there was also a house building boom in the late 1930s, which saw a rise in home ownership and suburban living
- the Labour governments of 1945–1951 faced many problems but despite their failures were able to average 200 000 council houses per year and these were of a better standard than previous social housing
- Conservative governments in the years 1951–1964 surpassed Labour's totals by building over 300 000 houses per year.

students may:

- refer to the nature of the housing problems within Britain at this time
- make a distinction between the construction of public and private housing
- refer to the conditions surrounding the ministries to assess their success.

In conclusion, students may:

- evaluate the relative success and failures of the housing policies in this time period and provide an overall judgement.