



General Certificate in Education

AS History 5041

Alternative U Unit 2

Mark Scheme

2008 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

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CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: DECIDING ON MARKS WITHIN A LEVEL

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills**:
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

June 2008

Alternative U: Britain, 1929–1998

AS Unit 2: Britain, 1929–1951

Question 1

- (a) Use **Source A** and your own knowledge.

Explain briefly what is meant by ‘an aid programme for economic recovery’ (lines 6 and 7) in the context of relations between Britain and the United States in 1948. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. identifies reference to the Marshall Aid programme or more generally as aid from America. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. scale, purpose/effects of the aid; massive financial aid from America to stimulate European/British economic recovery; Britain received more than \$1,250m, one of the largest amounts; helped Britain recover from the economic crisis of 1947; enabled Labour government to pay for some of its social reforms at home; also had a political aim of strengthening Western Europe against Communism. **2-3**

- (b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence about Britain’s relationship with the United States in the years 1947 to 1948? (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic statement identifying utility/reliability of the source based on the content, e.g. primary source commenting on British-American relations; basic understanding of the term ambassador; purely descriptive content summary. **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. recognises that it provides a useful summary of both political and economic relations between Britain and America by bringing out the tensions in the British-US relationship i.e. friendship and co-operation but also dependence and bitterness. Reward candidates putting the letter into the context of the broader events of 1947–1948 – convertibility crisis, Truman Doctrine, Marshall Plan, Berlin crisis etc. Recognises from the ambassador at the time and so likely to be a considered view

based on informed observation for his government, no reason to mislead, but is only a summary. **3-5**

- L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. appreciates that an ambassador's role is to provide informed reliable summaries about the position and opinions of the country to which the ambassador is accredited; secret report to government back home; but is an American view for American consumption; no benefit of hindsight; brings out how Britain's position in the world has changed very suddenly and the problems for the British in adjusting to this. **6-7**

- (c) Use **Sources A, B and C** and your own knowledge.

'Despite its economic problems, Britain was successful in maintaining its role as a major power in the years 1945 to 1951.'

Explain why you agree or disagree with this statement. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

- L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

All three sources refer to Britain's post-war economic difficulties and to its dependence on the USA for financial and economic aid. All three sources provide evidence for Britain's weakened

position, e.g. having to maintain her power through influence on the USA, the worrying situation in 1946–1947, relief at the Marshall Plan and her security increasingly depending on American support. Equally, Source C brings out that Britain, though weakened, was still a major power during the Attlee years with a world empire, great influence in important areas of the world and powerful defence forces including the atomic bomb. Source B nevertheless suggests that Britain no longer felt fully in control of its destiny.

Own knowledge could supply evidence for both sides of the argument. Candidates could point to the parlous financial and economic state of Britain between 1945 and 1948, devaluation 1949, a further crisis 1951, as evidence of these problems. They could also point to Britain's dependence on US loans in 1946–1947 and Marshall Aid 1948–1950 in bringing about recovery. On the other hand, they might challenge the degree of dependence by pointing to Britain's own role in bringing about economic recovery i.e. the austerity programme, the export drive and aid from the Dominions. In regard to its role as a major power candidates might point to withdrawal from India, and to a lesser extent Palestine and Egypt, as the beginning of the end of the British Empire. They might argue that Bevin (and Churchill's) policy of countering US isolationism and committing America to defending Western Europe against the perceived threat from Communism, demonstrates Britain's post-war weakness. They should refer to the formation of NATO in giving Britain a greater sense of security by 1951.

On the other hand, they might point to the important role Britain played in resisting Soviet and Chinese inspired Communism – in Greece and in Turkey, over the Berlin Blockade, in Korea and Malaya. They might also refer to Britain's creation of new democracies, including the world's largest, in the Indian sub-continent and to beginning the process of decolonisation. They could argue that Bevin's persuasion of America to involve itself in European and world affairs was evidence of Britain's continued influence. Candidates could also point out that Britain still had the world's second largest navy and third largest air force and army. Certainly the Labour government still saw Britain as a world power, not only in terms of diplomacy, military power and imperial influence, but also as an example of democratic socialism. Indeed the countries of Western Europe looked to Britain for leadership both in terms of defence and as a model of social reform.

Level 1 answers will be thin in content and assertive in argument. Level 2 answers will have some limited knowledge derived either from the sources or own knowledge, and may well paraphrase the sources. Some Level 2 answers will be descriptive with some valid links, others will attempt to answer the question more directly but be thin on supporting evidence and show limited understanding. By Level 3, answers will show a greater range of understanding derived both from the sources and own knowledge. At Level 3, candidates will utilise this knowledge to consider whether Britain did or did not maintain its role as a great power. Such answers, however, will be lacking in depth and/or balance. Level 4 answers will draw extensively on both the sources and own knowledge to provide a balanced answer for and against the proposition supported by precise, relevant knowledge. Such answers will be largely or wholly analytical in their approach. At Level 5, answers will contain the strengths of earlier levels to provide an integrated, focused, analytical answer together with a clearly formulated judgement.

Question 2

- (a) Comment on 'spending on rearmament' (line 3) in the context of Britain in the years 1935 to 1939. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. Britain began to increase its spending on defence from the mid 1930s; need to counter growing threat from Germany and/or Italy. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. rearmament began under Baldwin after 1935 and was accelerated under Neville Chamberlain in 1938–1940; need to counter growth of German air force and navy; may have reference to criticisms made by Churchill; spending led to increase in warship building, steel making, coal and aircraft; such spending brought benefits to certain industries and regions. **2-3**

- (b) Explain why unemployment levels were high in the years 1929 to 1939. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. uses the points in the source or brief reference to the onset of world economic depression/decline of staple industries. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. collapse of Wall Street followed by various leading American and European banks; financial crisis in Britain 1931; severe cuts in government spending produced less demand in the economy and rising unemployment; older staple industries such as textiles and shipbuilding already in decline due to such factors as foreign competition, substitutes and outdated plant but the Depression intensified their problems; growing Protectionism in foreign markets reduced the demand for British goods. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. combination of 'cyclical' and 'structural' unemployment brought about by the trade cycle and the long-term decline of the staple industries. May differentiate between causes of unemployment in different parts of the country – e.g. London and South-East more due to the trade cycle, North and West more due to structural problems or having areas over dependent upon one declining industry. Candidates may point to different levels and duration of employment between regions and industries. **6-7**

- (c) Explain the importance of government economic policies, in relation to other factors, in reducing unemployment by the end of the 1930s. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates could argue that government policies certainly helped. The second Labour Government's maintenance of the Gold Standard and decision to cut spending retained the confidence of bankers and investors. Leaving the Gold Standard in late 1931 allowed the exchange rate to fall so making British exports cheaper. Interest rates were reduced providing some stimulus to the economy through private house building. Tariffs did help to protect some industries notably steel. The Special Areas Act provided some help to the most depressed regions and the Unemployment Assistance Board provided some limited retraining schemes. The National Government also encouraged the rationalisation of some of the worst affected industries notably cotton and shipbuilding. From the mid-1930s government began to spend more money so stimulating overall the demand in the economy. There was a limited public works programme including some road-building and aid for new liners, and this was followed by serious rearmament from 1938. Rearmament directly stimulated demand for shipbuilding, steel, engineering and aircraft production; and, indirectly, for coal and textiles. Rearmament also encouraged new technologies notably radar. Once all-out rearmament began in early 1939 unemployment did begin to fall rapidly and along with conscription produced a labour shortage by 1941. In Britain, as in Germany, rearmament was an important factor in reducing the high unemployment of the earlier 1930s.

However, candidates may follow the stimulus and argue that governments relied too much on the economy mending itself and that many of the economic policies followed were of little use or even counter-productive. Thus they may argue that lowering the exchange rate and imposing tariffs were offset by actions in other countries. They may point to the very limited amount of

money the Special Areas Act provided and that only the very worst areas benefited. They might argue that balancing the Budget only reduced overall demand in the economy so increasing unemployment and that Labour's attempt to stay on the Gold Standard kept the pound over valued and damaged exports. Candidates at Level 4 and above would need to consider the role of other factors in some depth. They might argue that unemployment fell more because of general world recovery than of government policy. They may point out other factors within Britain aiding recovery, e.g. falling commodity prices, rising real incomes for those in work, new industries which were less dependent on the depressed export market, and the role of advertising and hire purchase. Candidates may point to the growth of private housing and of consumer spending as other non-governmental factors.

One of the indicators of a possible top Level 4 or 5 answer would be a candidate who commented on the assertion that unemployment was 'reduced'. Although official unemployment by 1939 was about half the level experienced in the depths of the Depression in 1932–1933, some able candidates may point out that it was still around a million and that in the most depressed areas unemployment rates of up to 20% could still be found even in 1939.

Question 3

- (a) Comment on 'total war' (line 1) in the context of Britain in the years 1940 to 1945.

(3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. all-out war; war involving everyone; state control. **1**

- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. state powers to mobilise and control everything related to the war; state using powers to conscript citizens, their businesses and property for the war effort; may point out that Britain achieved the highest degree of mobilisation of resources apart from Soviet Russia. **2-3**

- (b) Explain why the Conservative Party dominated governments in the years 1931 to 1940.

(7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. Conservatives were by far the biggest party in the national governments of the 1930s. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. may refer to the break up of the second Labour government, its devastating defeat in autumn 1931 and the subsequent weaknesses and divisions within Labour in the early 1930s. Candidates could also consider the strengths of the Conservatives, e.g. the appeal of Baldwin, general support for Chamberlain's policy of appeasement until 1939, gradual recovery from the Depression, and electoral factors. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. covers both negative and positive reasons, may argue that in the early 1930s Conservative dominance was due more to loss of faith in Labour and the appeal of a 'national' government; whilst later the view of Baldwin and Chamberlain as 'safe pairs of hands' perhaps along with their policies were more important. Since the question goes to 1940 candidates may also refer to Churchill, a Conservative replacing Chamberlain. **6-7**

(c) Was the electorate's desire for social change the most important factor in explaining Labour's victory in the 1945 general election?
Explain your answer. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates could draw on the stimulus to point out that the war brought a change of attitude compared to the 1930s. Shared suffering during the war years, a greater sense of national unity, the experience of full employment during the war and memories of unemployment after the Great War, brought a widespread desire for social change. This was reflected in, and encouraged by, the broadcasts of J B Priestley and by the publication of the Beveridge Report. The popularity of Beveridge provides evidence for the popular interest in social reform and for the expectations which had been aroused by 1945. Knowledgeable candidates might also refer to other evidence of interest in social change, e.g. the Barlow and Abercrombie Reports, ideas about a national health service, the 1944 Education Act and the 1945 Family Allowance Act. Labour saw itself as embodying this spirit of reform – hence the title of its manifesto *Let Us Face the Future* and the remarks of MPs like John Freeman who called the election '*D Day for the new Britain*'. Labour's reference to the ideas and recommendations of these reports figured prominently in its 1945 manifesto whereas the Conservative manifesto appeared more reticent.

Churchill seemed lukewarm on many social reforms partly because he was more interested in international diplomacy but also out of fear that reform would be unaffordable. Widespread support for social reform is shown also in the findings of opinion polls and Mass Observation reports, and may well explain why Labour won not only many working class votes but the votes of a significant section of the middle class as well.

Candidates could well link this popular desire for social reform to belief that Labour would deliver it. This was due not only to Labour's manifesto pledges but to faith in its leading politicians who had played key roles on the Home Front during the war. Labour's leaders were well-known by 1945, especially Ernie Bevin the popular and trusted Minister for Labour, Herbert Morrison the Home Secretary and Clement Attlee who had acted as Deputy Prime Minister with special responsibility for the Home Front.

Candidates may, however, challenge the importance of social reform by arguing that Labour did not have a monopoly on it. The Liberals and Conservatives also recognised that there must be change. Indeed the 1944 Education Act was put through Parliament by a Conservative, R A Butler, whilst another Conservative, Henry Willink was a leading advocate of a national health service. William Beveridge was of course a Liberal. Reward candidates who recognise that in fact there was a fair degree of consensus in 1945 that major social reform was needed.

This might then lead candidates to consider other reasons. Many may argue that it was Conservative complacency rather than social reform which allowed Labour to win. Candidates may argue that too much hope was placed by Conservatives on popular loyalty to Churchill and not enough on party organisation, campaigning and finance. Some may even argue that Churchill far from being an asset was actually a liability to the Conservatives. They may point to his age – he was seventy in 1945 and to gross errors such as the infamous Gestapo speech which lost him much support. Others may suggest that the Conservatives electoral machine was run down and that too many of its agents were in the Forces. A few may argue that it was electoral factors rather than social reform factors. Labour had recovered from the debacle of 1931, polls showed growing support for Labour throughout the war and the 'service vote' seems to have gone their way. The decline of the Liberals made the 1945 election a two horse race and for once the 'first past the post' system favoured Labour. Moreover, past Conservative attempts to link Labour with Soviet Russia proved less effective in 1945 because of the general admiration for Russia's sacrifices in the defeat of Nazi Germany.

Level 1 answers will contain little relevant factual information and/or be composed largely of sweeping, unsubstantiated assertions. Level 2 answers will have more material but may either be largely narrative in approach albeit with valid links or be very limited in the range and depth of factors considered. At Level 3, responses will more clearly understand and consider a range of factors. There will be some attempt at balance. By Level 4, answers will contain a wide range of factors with a direct attempt at balance and evaluation supported by precise evidence. Level 5 responses will have all the strengths of the lower levels but show themselves through providing a direct, coherent, sustained evaluation leading to overall judgement based on accurate evidence from a wide range of factors.