



## **General Certificate of Education**

# **AS History 1041**

**Unit 1: HIS1L**

**Britain, 1906–1951**

## **Mark Scheme**

*2010 examination – January 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.

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 candidates. 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 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 Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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 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:

- 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

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January 2010

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

**HIS1L: Britain, 1906–1951**

**Question 1**

- (a) Explain why the TUC called a General Strike in 1926. (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 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 include a range of reasons as to why the TUC called a General Strike in 1926.

Candidates might include some of the following factors:

- The Samuel Report
- the ending of the government subsidy to miners' wages at the end of April 1926
- Smith and Cook's insistence on 'Not a penny off the pay, not a minute on the day'
- miners locked out on 30 April

- The Miners' Federation was the vanguard of the British trade union movement. If the miners were defeated there were implications for all other workers
- the TUC called out all unions in support of miners with the General Strike beginning on 3 May.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example the link between the TUC/trade union movement in general and the miners' fight.

- (b) How far was the failure of the General Strike due to the actions of the Conservative government? (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 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.**

Candidates should be able to make a judgement by balancing points which suggest the failure was due to the actions of the Conservative government against other factors which do not.

Factors suggesting failure was due to actions of the government might include:

- Baldwin's government had spent the nine months of the period of subsidy of miners' wages preparing

- emergency services and Organisation for the Maintenance of Supplies (OMS) planned by the government and with use of volunteers/'blacklegs' worked efficiently in general and kept essential supplies and services running
- law and order were maintained overall despite some outbreaks of violence
- Baldwin's successful control of radio, and insistence that the General Strike was a challenge to the constitution and the elected government, (a view which came to worry several members of the TUC General Council)
- Baldwin resisted the more extreme measures proposed by Churchill and Joynson-Hicks, e.g. displays of military strength, but Churchill was allowed to produce the government 'newspaper', *The British Gazette*.

Factors suggesting other reasons for the failure of the General Strike might include:

- relative lack of preparation by the unions and particularly the TUC General Council
- mistake of calling out the printers and thereby making it difficult to counter the government dominated media, though the TUC produced its own 'newspaper', *The British Worker*
- though the General Strike was generally not violent, or too disorderly, most members of the General Council (though not Smith and Cook for the Miners' Federation) were worried by some violent clashes and anxious for the Strike to end as soon as possible. Most, like Jimmy Thomas, Clynes and Pugh, were not syndicalists or revolutionaries
- the General Council was influenced by Baldwin's emphasis on the constitutional issue and particularly the opinion of Simon, a Liberal and legal expert, that the Strike was illegal
- only moderate support from MacDonald and the Parliamentary Labour Party
- the seizure by the TUC of Samuel's proposed 'compromise', that reduction in miners' wages would only take place after the owners had accepted re-organisation of the coal industry, to call off the General Strike (after nine days) on 12 May. The General Council looked as if it had become desperate to end the Strike.

Good answers may show an awareness that historical interpretations differ significantly about the reasons for failure of the Strike, for example emphasising the thoroughness of government preparation, or timidity of the TUC General Council (rather than the strikers themselves).

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**Question 2**

- (a) Explain why the Labour government fell from office in 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 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 include a range of reasons as to why the financial crisis led to the government's fall.

Candidates might include some of the following factors:

- in 1931 itself the economic situation and the financial problem of growing government expenditure, principally on the 'dole', worsened to produce a severe financial crisis for the government
- further deterioration in the American economy and failure of banks in Europe contributed to the financial problems of the government
- the British press also helped to create a mood of political as well as financial crisis
- the Labour minority government appointed the May Committee in February to recommend actions/solutions. It recommended a balanced budget and elimination of a forecast deficit in the national finances of £120 million by not only increased taxation, but also a reduction of £96 million in government expenditure, two-thirds of which was to be at the expense of the unemployed. This was unacceptable to the great majority of Labour MPs and Party members.

- publication of the May Report led to a wider financial crisis as international financiers withdrew investments from Britain believing that the Labour government would not implement the May Committee recommendations. However, MacDonald and Snowden were determined to do so and gained Conservative and Liberal support
- the Labour cabinet remained divided and MacDonald resigned. The Labour government had fallen. It had never been in a strong position politically and was faced with the most serious peacetime financial and economic problems which any British government within memory had to face.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example prioritising divisions in the Cabinet, or the link between the government's financial predicament and the political situation.

- (b) How successful was the National government in dealing with the economic crisis in the years 1931 to 1935? (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 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.**

Candidates should be able to make a judgement by balancing points which suggest success in dealing with the economic crisis against others which do not.

Factors suggesting success relating to the measures taken by MacDonald's National government might include:

- the move to balance the budget by implementation of most of the May Committee recommendations. Unemployment benefit was cut by 10%, civil service and forces' pay

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by 10% and teachers' pay by 15%. The measures saved £70 million of government expenditure. Increases in taxation were made to increase government funds

- following the Invergordon 'mutiny' by sailors at cuts in their pay, continuing lack of foreign investment and a run on the pound, the government, going against its previously declared policy, was forced to abandon the gold standard, but this actually gave a boost to (more competitive) exports and made sterling a more favoured investment
- abandonment of free trade. In the 1931 Election the Conservatives finally committed themselves. Protection undoubtedly helped industry in the longer term and was probably inevitable given the 'world' depression and actions by foreign governments
- low interest rates, easier credit ('cheap money'), derived from government policies especially after Neville Chamberlain became Chancellor) and helped expansion of the economy. They were significant in making obtaining of mortgages relatively easy for those in more secure employment. One million new homes were built between 1931 and 1935.
- the Special Areas Act gave assistance to the worst hit areas.
- unemployment (average number) reduced from a peak of 2.7 million in 1932 to 2.0 million in 1935.

Factors suggesting lack of government success in dealing with the crisis might include:

- implementation of the May Committee recommendations actually worsened the depression by reducing consumer demand
- The Special Areas Act of 1934 gave only limited financial aid to depressed areas. Government policies were limited in directly reducing unemployment in the staple industry regions, notably Scotland, Wales and northern England
- though cuts in unemployment benefits were restored in 1934, changes in the dole did little to stimulate the economy
- re-armament helped to reduce unemployment only at the very end of MacDonald's premiership
- there was no direct government intervention of the kind and range of Roosevelt's New Deal or as advocated by Keynes and Lloyd George.

Good answers are likely to show an awareness that overall government actions from 1931–1935 were limited in dealing with the economic crisis, including unemployment, though some were helpful. Measures introduced to aid recovery were largely ineffective, though ironically policies 'forced' on the government to abandon the gold standard and have low interest rates to reduce the National Debt and balance the budget, actually helped recovery. Other factors such as development of new industries and the recovery of world markets based on American recovery, particularly from 1934, were significant factors in the beginnings of economic revival.

**Question 3**

- (a) Explain why the Labour government faced economic problems in the years 1945 to 1947. (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 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 include a range of reasons as to why the Labour government faced economic problems in those years.

Candidates might include some of the following factors:

- of major significance in and after 1945 was that Britain had to recover from massive dislocation caused by the Second World War and physically rebuild houses and industry, as well as convert to a peacetime economic structure
- in 1945 the huge national debt was further increased by the ending of the lend-lease arrangements with the USA
- crucial for the government was obtaining cash beyond that brought in by the continuation of high taxation. A loan of £1100 million was obtained from the USA, but totally used up by 1947. Britain's gold reserves were transferred abroad. (Brief relevant reference may be made to the significance of Marshall Aid in 1947.)
- the harsh winter of 1947 added to the economic problems

- despite withdrawal from India and Palestine (and also of aid to the Greek and Turkish governments) government spending continued at high levels on the empire and especially defence and foreign policy in connection with the Cold War, e.g. on developing the British atom bomb, forces' deployment in Germany
- government domestic spending was also at an unprecedented level, e.g. on the emerging welfare state and subsidy to some nationalised industries.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might prioritise the dislocation and destruction caused by the War, or might show judgement about the link between national financial and economic problems.

- (b) How successful were the policies of Attlee's governments in overcoming Britain's economic problems in the years 1945 to 1951? (24 marks)

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

### Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

### Indicative content

**Note: This content is not prescriptive and 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.**

Candidates should be able to make a judgement by balancing points which suggest success of the governments in overcoming the economic problems against others which do not.

Factors suggesting success relating to the policies implemented might include:

- without overcoming the economic problems the governments would not have been able to implement reforms and policies especially those involving massive public expenditure,

e.g. on the welfare state, housing, building of new towns, education and overall recovery from the devastation and dislocation caused by the War

- the government was successful in negotiating the initial loan from the USA and more importantly utilising Marshall Aid funding to the tune of £700 million. This was a gift and was undoubtedly the most important single factor in stimulating economic revival in Britain (and other Western European countries) from 1948–1951
- Labour used its successful experience from the War with the country having experienced 'wartime socialism' through state and collective action for the public good. Nationalisation of key industries and planning were continued into peacetime
- Cripps' austerity policies helped the economy overall including exports, as did devaluation of the pound in September 1949.

Factors suggesting lack of success in overcoming the economic problems include the following:

- in 1947 gold reserves had to be transferred abroad and the initial American loan was used up far too quickly
- government action in combating the misery caused by the winter of 1947 was limited
- the necessity of continued 'Austerity' policies, mainly associated with Cripps
- nationalisation was expensive in paying full compensation to previous owners, and not successful in all cases. Nationalisation became associated with the inability of the coal and other energy industries to cope particularly during the severe winter of 1947
- the costs of the NHS. The introduction of prescription charges in 1951 and some limitations on provision were not only due to the enormous costs but also overall post-war economic problems
- the number of houses and early development of the New Towns did not provide sufficient to satisfy either demand or need. Partly due to lack of funding many new dwellings had to be temporary prefabs.

Good answers may show an awareness that overall the achievements of Labour, such as the establishment of the welfare state and reconstruction, generally demonstrated success in overcoming economic problems, whereas critics, especially the Conservatives, argued that the welfare state and nationalisation were too expensive for Britain's post-war economy, Cripps' policies were too austere especially with continued rationing of food and other goods so long after the end of the War, (policies which made the government politically unpopular, even if the overcoming of economic problems is seen as successful).