



General Certificate of Education

AS History 1041

Unit 1: HIS1L

Britain, 1906–1951

Mark Scheme

2009 examination - June series

This mark scheme uses the new numbering system which is being introduced for examinations from June 2010

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

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

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Generic Introduction for 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)

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

Specimen Mark Scheme for examinations in June 2010 onwards**GCE AS History Unit 1: Change and Consolidation****HIS1L: Britain, 1906–1951****Question 1**

01 Explain why the Conservatives lost the General Election of 1906. *(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

Focus should be on the reasons which can include not only the (largely negative) reasons explaining why the Conservatives/ Unionists lost but also those for the Liberal (landslide) Victory.

Reasons pertaining mainly to the Conservatives can include some of the following:

- almost certainly the most significant factor in explaining Conservative defeat (and Liberal victory) in 1906 was tariff reform, which divided the Unionists, but united the Liberals around the 'big loaf' and free trade. This was the key issue in the election and, though a negative factor for the Unionists, became a positive factor for the Liberals at the centre of their campaign
- similarly the 1902 Education Act (though now regarded as important and progressive) was an unpopular reform with many amongst the electorate. It was highly significant in

helping to reunite the Liberal Party after its divisions in the Boer War and restore the Nonconformist vote to the Liberals

- the 'Chinese slavery' issue
- the Taff Vale case and Balfour's refusal to rectify it by legislation
- the Licensing Act which was particularly important for many Nonconformists
- a further issue was the lack of social reform
- Balfour's perceived weak leadership. Undoubtedly his resignation in late 1905, even before an election had been held, smacked of weakness and defeatism for him and his Party
- imperial and foreign policy too, picking up revelations about British behaviour in the Boer War and the gradual abandonment of 'splendid isolation', were regarded by some as weaknesses following Salisbury's record.

Reasons for the Liberal (landslide) success include the following:

- although the Liberals hardly offered a clear programme of social reform themselves before 1906, the revelations about recruits for the Boer War, reports such as those from Booth and Rowntree, and the demands of the Labour Representation Committee and its supporters, put the case for social/welfare reform on the political agenda, to which the 'New Liberals' were sympathetic
- the Liberals were helped by the electoral arrangements of the Lib- Lab pact of 1903.

Answers should be balanced. The issue of tariff reform can be central.

Question 1

- 02** How important was the aim of reducing poverty in explaining the Liberal governments' social reforms in the years 1906 to 1914? **(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

Answers need to make an assessment of the importance of the aim of reducing poverty. Other motives/reasons, principally the drive for national efficiency and party political interests, can be considered. Responses can indicate, or give examples from, the main areas of reform which were essentially related to those groups identified in the studies of Booth and Rowntree. Their explanations of the reasons for poverty included notably unemployment and old age.

Points related to the aim of reducing poverty can include some of the following:

- New Liberalism, of which Lloyd George and Churchill were important practitioners, had as a major objective the reduction and alleviation of poverty

-
- the influence of the reports on the extent of poverty by Charles Booth (London) and Seebohm Rowntree (York)
 - humane and religious concern within the Liberal governments and Party about poverty itself.

Points related to the drive for national efficiency can include some of the following:

- New Liberalism had national efficiency as well as welfare as an objective
- desire to avoid in future the poor military performance as in the Boer War
- revelations about the physical (and educational) condition of recruits
- Report on Physical Deterioration of 1904
- deteriorating relations with Germany before 1914 with requirements of physically fitter men for the navy and army.

Points related to party political and electoral interests can include some of the following:

- political rivalry from the new Labour Party
- pressure from that Party especially in connection with the Lib-Lab Pact and parliamentary situation following the Elections of 1910
- desire to compensate for the lack of social reform by the Conservatives before 1906 and clearly distinguish the Liberals from the Unionists.

Factors and evidence should be balanced to present coherent arguments about the reasons for the Liberal social reforms. The aims of reducing poverty, improved national efficiency and Party considerations were interconnected. The social reforms derived from a combination of political, ideological, humanitarian, economic and military considerations, but answers may legitimately focus just on the issue of reducing poverty.

Answers should contain some reference, as exemplar evidence, to some of the social reforms. Those aimed at reducing basic poverty and improving living conditions included the following:

- Workmen's Compensation Act (1906)
- Old Age Pensions (1908)
- National insurance (1911).

The last two were probably the most important of the Liberal social reforms in terms of innovation and numbers of people covered.

The main measures aimed at improving lives of children were the following:

- School meals (1906)
- School medical inspections (1907)
- 'Children's Charter' (1909) including health and care of children.

The main reforms for improving conditions at work and attacking unemployment were the following:

- improved conditions and/or shorter hours and/or improved pay for merchant seamen (1906), miners (1908), shop workers (1911) and those in the sweated trades (e.g. tailoring, lace spinning, and box making (1909)

-
- introduction of Labour Exchanges (1908) to bring employers and potential employees together effectively.

Question 2

- 03** Explain why Lloyd George's coalition government was victorious in the General Election of December 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**

The short and central answer is that Lloyd George was the 'man who had won the war' for Britain and was enormously popular, but responses should explain the reasons for that and wider reasons for the election victory in 1918.

Relevant factors and points can include some of the following:

- during the War Lloyd George from the beginning had emerged as the dynamic politician able to deal with major problems, notably the 'shell shortage' as Minister of Munitions and the issue of war leadership by taking over as Prime Minister at the end of 1916. He had survived criticisms and the Maurice debate and led the country to final victory
- with the Liberal Party split between the Asquith and Lloyd George factions, with no chance of reunification at the end of the War, Lloyd George decided to continue the wartime coalition with the Conservatives, though Labour left to return to 'normal peacetime politics'

- the Conservatives were not yet confident enough to fight an election against Lloyd George and saw the political advantage of keeping the alliance with him in government. They rightly believed he would deliver a clear victory from which they would benefit.
- the giving of the 'coupon' emphasised patriotism and support for those who had led Britain to victory, notably Lloyd George
- the mood was to support a government which, it was believed, would punish Germany harshly 'until the pips squeaked'
- the appeal of the Coalition was not just based on patriotism and achieving victory. Many women (voting for the first time) acknowledged that Lloyd George's government had granted them the franchise. The troops were promised, and many believed, that they would return to 'homes for heroes'
- Asquith's Liberal Party provided no real threat in 1918, the leader being seen as a failure in leading Britain in wartime. It won just 28 seats
- similarly Labour, though benefiting from Liberal disarray, was not in a position to benefit, with some like Henderson having left the coalition and others like MacDonald regarded with some disfavour due to his pacifist opposition to the war. Labour won 63 seats.

Question 2

- 04** How important were Lloyd George's own mistakes in explaining his fall from office in 1922? **(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

Significant context and Lloyd George's own mistakes can include some of the following;

- in 1918 he held a seemingly dominant position in British politics
- his reputation as a statesman (and not just as a politician) was in part enhanced by his dominance of foreign policy, notably at the Paris Peace Conference, but also at other international conferences to 1922. However, his foreign policy was also increasingly criticised. Some Conservatives regarded the Versailles Treaty as too lenient; intervention in Russia was unsuccessful, as was the Genoa Conference. The most significant failure, however, was his belligerent policy over the 1922 Chanak incident, which can be regarded as a major mistake on his part. What were perceived as

developing failures and errors in foreign policy by the public, as well as many Conservatives, undermined considerably his previous reputation as a statesman

- similarly in domestic policies there was increasing failure rather than success as time passed from 1918–1922. The early successes with housing, industrial relations and National Insurance became increasingly overshadowed by such difficulties as deterioration in the housing programme which was cut along with other expenditure by the Geddes Axe in early 1922. There was avoidance of a General Strike in 1921, but relations with the miners remained sour, and mass unemployment developed
- Lloyd George's Irish policy lurched from an attempt at outright repression to eventual compromise with Sinn Fein, a solution which many Conservatives (with their traditional support for Unionism) disliked intensely. Though there was a settlement which can be regarded as an achievement by Lloyd George, few others regarded it as successful at the time
- though 'failed policies' were not synonymous with 'mistakes', the honours scandal and stories about Lloyd George's private life were clearly mistakes of his own making which undermined any reputation for honesty and integrity. Indeed his reputation by 1922 was quite different from that in 1918.

Other factors explaining Lloyd George's fall from office largely centre on the changing views of Conservatives. Some of the following points may be included:

- he was hardly 'a prisoner of the Conservatives', as he has been called, at the end of 1918 when they needed him to be certain of remaining in government and power. However, some of the developments mentioned above led to Conservative disillusionment over the period
- many Conservatives disliked his continued 'dictatorial wartime style' and neglect of the Commons
- Lloyd George was certainly weakened when Bonar Law, one of his main Conservative allies, suffered from ill health
- by 1922 Lloyd George was seen by most Conservatives, and many in the electorate, as a scoundrel who had failed to deliver the promises made in 1918
- by-election defeat of a Coalition candidate by an independent Conservative helped persuade most Conservative MPs at the Carlton Club meeting in the autumn of 1922 that 'a dynamic force is a very terrible thing' (Baldwin)
- over the four years from 1918 Lloyd George did increasingly become a prisoner of the majority Conservatives amongst the Coalition MPs, who gradually became disillusioned and eventually realised they no longer needed him to remain in government. Lloyd George was fatally wounded politically
- despite Austen Chamberlain's efforts to save Lloyd George and the Coalition, the views of Baldwin and those who believed Lloyd George had become a liability rather than the major asset he had once been, prevailed at the Carlton Club.

A balanced view is sought. Answers may legitimately focus just on Lloyd George's own mistakes.

Question 3

- 05** Explain why the Beveridge Report was so popular with the general public in 1942.
 (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

Answers may outline the main findings of the Report but focus should be on why they and the report as a whole found so much favour with ordinary Britons.

Significant factors relating to the Report itself can include some of the following:

- the Beveridge Committee was appointed to enquire into social insurance, improvement of which the government, but especially its Labour members, considered crucial for post-war reconstruction
- Beveridge produced a blueprint for the future
- this made radical proposals and featured a simplification of social insurance with the payment of one contribution for all categories, benefits being the same for all in receipt. Membership of the Scheme was to be compulsory and it made key proposals to attack the 'five giants' of Want, Disease, Ignorance, Squalor and Idleness.

Factors explaining its popularity can include some of the following:

- the context of the War with widespread public (and political) support for Reconstruction and planning for a better Britain at the end of the War. There had been several reports in the 1930s on social issues. Furthermore evacuees had highlighted problems in Britain's

urban areas during the war. Workers in particular wanted no return to the unemployment and threats of the 'depression' years in the 1930s. The concept of a welfare state stood in marked contrast

- the Report was published in December 1942, a month after the victory at El Alamein which made focus on the future in Britain more optimistic. Hopes of victory and far sighted planning coincided
- the radical proposals caught the public mood with support for the Beveridge plan for a 'welfare state'. The Report sold more copies than any other 'official' report or publication. Many in the forces too were supporters knowing that there would be provision for their families if they did not return
- politically many Conservatives and particularly Churchill were not enthusiastic, regarding the Beveridge proposals as over-ambitious and too expensive to implement, at least in full. On the other hand, Labour was committed to implementation and gave much publicity to the Report (as did the left-wing Commonwealth Party)
- strong support also came from William Temple, the progressive Archbishop of Canterbury
- the combination of public support and political pressure ensured that the popularity of the Beveridge Report in 1942 was not shelved and that Churchill had to agree to some detailed planning. Indeed the Beveridge Report dominated the domestic agenda for post-war Reconstruction from its publication in 1942
- the degree to which the Beveridge proposals could be implemented remained a central political and social issue from 1942 up to and during the Election campaign of 1945.

Question 3

- 06** How successful were the Labour governments in implementing the Beveridge Report's proposals 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

Focus should be on the degree of success achieved in implementing Beveridge's proposals. This was considerable despite the practical and financial problems, many of which arose from the devastation and dislocation caused by the War.

Points about the context of implementation may include some of the following:

- there was a social and political climate in 1945 favouring a fresh start for Britain
- Labour's manifesto, *Let us Face the Future*, contained constructive proposals based on its experience through government, state and collective action

-
- at the heart of its programme were firm commitments to full implementation of the Beveridge Report and establishment of a welfare state.

Major measures arising from the Beveridge Report and directly affecting welfare of citizens introduced by the Labour governments included the following:

- extension of National Insurance (1946) to all, so that they were covered by benefits during illness, unemployment and old age
- the Industrial Injuries Act (1946)
- the National Insurance Act (1948)
- however, the central and most expensive part of the welfare state was the National Health Service, established for use by all citizens. Costs were a major issue, but Attlee and Bevan defended the necessity of the new health system. Opposition of doctors and the Conservatives was overcome.

Other measures, which focused on attacking ‘Squalor and Idleness’ were connected with, if not part of direct welfare provision. These included the following:

- the provision of extensive housing (for the needs of all requiring new or re-housing following the War)
- the New Towns Act (1946)
- improved education with implementation of the 1944 Education Act.

In determining the degree of success in implementing the Beveridge Report’s proposals many of the above measures were very successful, but responses will need to focus on the key elements of health and housing to achieve an overall balanced judgement.

In relation to health some of the following points may be raised:

- on implementation of the 1946 Act in 1948 all citizens could receive free treatment and medicines
- standards of health of children in particular were much improved by 1951
- the degree of success had its limitations. The main problem for the NHS and thereby the governments was the high cost, including the supply of free medical aids (including spectacles which many did not actually need). The NHS rapidly became a victim of its own success
- the introduction of prescription charges and some limitations on provision were partly due to the enormous costs in themselves as well as the post-war economic problems. The prescription charges, as part of Gaitskell’s budget in 1951, led to division within the government and the resignation of Bevan (and Wilson) in protest
- nevertheless, the NHS, despite initial opposition from the Conservatives, had become supported by all parties by 1951
- of all the achievements of Labour in implementing Beveridge proposals to establish the welfare state, the NHS was the centrepiece and (together with the other measures) was achieved in the context of post-war dislocation, and severe economic and financial problems.

Points relating to the Labour governments’ actions and degree of success in relation to housing can include some of the following:

- crucial was the New Towns Act (1946) which planned 20 new towns, many around London, where those who had suffered from destruction could relocate. Industry was encouraged to move to, or establish itself, in these new towns

- government used its controls to encourage the building, essentially by local councils, of houses for rent. 200 000 new houses per annum were achieved from 1948–1951
- however, the number of houses and early development of the New Towns did not provide sufficient to satisfy either demand or need. Noticeably the Conservative governments of the 1950s outstripped Labour's performance. Many new dwellings were temporary prefabs.

A balanced view in relation to success is sought.