



**General Certificate of Education
June 2010**

AS History 1041

HIS1L

Unit 1L

Britain, 1906–1951

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation 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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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

June 2010

GCE AS History Unit 1: Change and Consolidation

HIS1L: Britain, 1906–1951

Question 1

- 01** Explain why the Liberal government introduced reforms affecting children in the years 1906 to 1908. (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 Liberal government introduced the reforms.

Candidates might include some of the following factors:

- concern over the condition and health of many of the recruits who were rejected by the Army in the Boer War

- the consequent *Report on Physical Deterioration* of 1904. This gave evidence on the poor feeding, health and living conditions of children and young people. The Conservatives did not take up the suggestion that the state should intervene, but the Liberals did
- concern over the extent of child crime and parental abuse
- the Liberal government was encouraged to act on humanitarian grounds and by the growing influence of 'New Liberalism' which favoured some state intervention and the need to improve national efficiency
- the impact of the writings of Booth and Rowntree on the causes and extent of poverty, which identified children as one of the 'groups' most affected
- reasons for specific reforms: free School Meals (1906) and free medical inspections (1907) during children's school careers to improve health; the Children's Act/Charter (1908) with its main purpose of placing responsibility for children's health on parents who could be prosecuted for neglect or ill-treatment. Smoking was forbidden for those under 16. Juvenile courts and 'borstals' were established (and also probation introduced in 1907) in a successful attempt to lower numbers in the gaols. Also in 1907 the free place scheme was extended. This enabled brighter working class children to gain places in grammar schools, a move in part to improve national efficiency.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might prioritise health improvement or the drive for national efficiency.

Question 1

- 02** How successful were the social reforms introduced by the Liberals in the years 1906 to 1914 in improving the lives of the British people? (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 reforms in improving the lives of the British people against others which do not. Responses can cover health, employment, provision to ameliorate poverty and improvement in living and working conditions.

Factors suggesting success might include:

- amelioration of some poverty
- national efficiency was improved
- the health and treatment of children were improved by the measures relating to the young (passed in 1906–1908)
- for adults some financial support was provided through the Workmen's Compensation Act (1906), Old Age Pensions (1908) and National Insurance for sickness and unemployment (1911). These reforms were aimed at providing some measure of 'social security' for some of the most vulnerable in the working classes
- working conditions and in some cases wages were improved through measures for merchant seamen (1906), miners (1908), shop workers (1911) and those in the sweated trades (e.g. tailoring, lace-spinning, and box making) (1909). The introduction of Labour Exchanges (1908) brought employers and potential employees together
- reference to Lloyd George's success in increasing taxation of the wealthy in the 1909 'People's Budget' which was aimed (in part) at providing funding through a fairer system of taxes to pay for social reforms, especially pensions.

Factors suggesting lack of success by assessing the limitations of the reform legislation might include:

- old age pensions were restricted to the very old (over 70) and the sums quite meagre
- the more effective part of the National Insurance Act before the First World War was Part I concerning health, but it was limited as it covered only the insured worker and not his dependants. Under Part 2 the unemployed worker received just seven shillings (35p) a week, but only for 15 weeks. The scheme was also restricted to a few industries and was not in extensive use until just before the War. (Answers may also note that the Scheme was resented by many workers and employers because of the compulsory contributions.)
- the Liberal governments did little to tackle the problem of extensive slum housing nor did they abolish the Poor Law and the harsh reality of those reliant upon it
- much of the employment legislation did not significantly reduce poverty despite improved conditions at work for those affected by the legislation
- the Trade Boards for the sweated industries (1909) such as box-making and tailoring introduced improvements only slowly.

Good answers are likely to show an awareness that some have seen the Liberal reforms as the beginning of the welfare state in Britain, but most interpretations argue that they provided just the basis for the emergence of that later and especially after the Second World War, or stronger responses may identify greater success by the Liberals in some spheres than in others.

Question 2

- 03** Explain why the British government introduced the Defence of the Realm Act (DORA) in 1914. (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 DORA was introduced.

Candidates might include some of the following factors:

- there was early realisation by some in the government that the War was going to be serious and even long-lasting. Government had to take powers for interventionist policies in all aspects of British life. It needed much stronger powers than in peacetime.
- there had to be restrictions on traditional liberties for the duration for reasons of national security and prosecution of the War
- censorship especially of newspapers was necessary for purposes of security and also morale
- government control of key industries and transport through 'nationalisation' was essential
- government control of agricultural production was also essential to increase food supply

- working practices had to be controlled (though this was largely done through agreements with the unions).

To reach the higher levels candidates will need to show the inter-relationship of the reasons given, for example they might prioritise reasons of national security or government direction of industry, or refer to the debate amongst Liberals about the necessity for, and extent of, increased state power under DORA in 1914.

Question 2

- 04** How important was the First World War in changing the role of women in Britain by 1918? (24 marks)

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

Generic Mark Scheme

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

Indicative content

Note: This content is not prescriptive and 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 supporting importance against others which do not and the answer could be exclusively based on the focus of the question, that is an assessment of the importance of the War, or could also consider other factors which changed the role of women by 1918.

Factors suggesting the importance of the War in changing the role of women might include:

- the contribution of women's war work to the economy, which was probably the most important factor, as the basis for bringing about other changes in the social and political spheres for women. Both middle class and working class women had to replace men who had left to serve in the armed forces. Not only did their number expand in existing types of employment but also in new employment such as in the munitions factories. To varying degrees many women were placed in positions of authority and/or responsibility
- generally women were better paid than before the War (though only exceptionally like some doctors at the same levels as men). A woman in a munitions factory was better paid than a private soldier at the Front
- employment brought increased social freedom and independence
- the only traditional women's occupation to show a marked decrease in numbers during the War was in domestic service, always perceived as a humble occupation. War work brought not only a fundamental advance in the position of working and middle class women with greater social equality, but also gains for individuals. Such advances were helped by the absence of husbands and fathers
- the suffragettes (and suffragists) had not gained the parliamentary vote before 1914 whereas the praise and gratitude given to women for their wartime efforts were clearly significant in gaining the political right of the parliamentary franchise by 1918
- many of the wartime gains remained permanent.

Factors suggesting that the War was limited in importance in bringing change and that there were other significant factors other than the War might include:

- the slowdown in the changes with regard to women's employment at the end of the War with many giving up or losing their jobs. Many of the jobs had been short term and traditional roles (women as carers, nurses, bearing children to replace the 'lost generation', housewives on the 'kitchen front') remained
- the concept of equal pay remained notional for most employed women
- the franchise granted was limited and not gained by many munitions workers in 1918
- the vote for parliament might have been granted before long anyway as some attempts before 1914 had almost been successful
- there were longer term trends changing the role of women especially from the late 19th. century, e.g. in terms of property ownership, in local government (including voting), and employment of middle class women in the professions such as (secondary and university) teaching, medicine and law
- increased numbers of girls and women were receiving secondary and university education especially after the Education Act of 1902 was introduced.

Good answers are likely to show an awareness that there is historical debate about the relative importance of the War as against that of other longer term factors in relation to this issue.

Question 3

05 Explain why the Conservatives lost the General Election of 1945. (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.

Candidates may refer to some of the following long-term factors:

- the Conservatives were associated with the ‘failed’ policies of the 1930s connected with mass unemployment, social deprivation and appeasement. Their Party retained an outdated image
- in Churchill’s wartime government from 1940 Labour’s leading members had had as successful ministerial experience, especially on the Home Front, as Conservatives.

And some of the following short term (or immediate) factors:

- in 1945 the Conservatives lacked clear policies for post-war Britain (compared with Labour’s programme). The Conservative performance in the Election campaign itself was generally lacklustre
- even Churchill, as ‘the man who had won the War’ could not overcome the tainting of the Conservative record in office in the 1930s. The electorate rejected the Conservatives rather than Churchill himself. Churchill was the Conservatives’ main electoral asset, but

he made mistakes with rather absurd attacks on his erstwhile Coalition partners in the Labour Party especially in his 'Gestapo speech'. Though lacking the dynamism of Churchill, Attlee was seen as a more appropriate leader for peacetime

- Labour's appeal, as opposed to that of the Conservatives, was based in a political climate favouring a fresh start for Britain in peacetime and was related to the mood of the British people in 1945 and especially to younger voters and those in the armed forces. Labour's manifesto, *Let Us Face the Future*, contained constructive proposals based on its experience in war with the country having experienced the benefits of 'wartime socialism', planning and increased egalitarianism
- Labour gained support through promising full implementation of the *Beveridge Report*, to which the Conservatives had been lukewarm or even hostile, massive (re)construction of housing, nationalisation and continuation of weakening of class divisions.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might prioritise the Conservative record during the 1930s, or contrast the clearer proposals of Labour against the performance in the election campaign of the Conservatives.

Question 3

- 06** How successful were Labour governments in establishing a welfare state in Britain 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**
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- 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 that the governments were successful against others which do not.

Factors suggesting success might include:

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

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

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

Good answers are likely to show an awareness that Labour's attempt to establish a welfare state had limitations and/or was controversial.