



**General Certificate of Education  
June 2011**

**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)**

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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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**June 2011**

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

**HIS1L: Britain, 1906–1951**

**Question 1**

**01** Explain why free trade was an issue in the 1906 General Election campaign. (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 free trade was an issue.

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

- the Liberal Party had reunited, following division over the Boer War, in opposition to attacks on their interests by the Unionists' 1902 Education Act and 1904 Licensing Act, cemented by its defence of free trade
- Liberals opposed Chamberlain's tariff reform campaign from its inception in 1903

- Liberals believed free trade had been and would continue to be the basis of prosperity for the country.

and some of the following short-term/immediate factors:

- the Liberal Party took advantage of the Conservative split (three ways) over tariff reform in the Election campaign
- it made the tariff reform/free trade issue central by the 'Big Loaf/Small Loaf' campaign and propaganda, (successfully) appealing to the middle classes as well as the working classes by the prospect of higher prices and a lower standard of living if the Conservatives won and enacted tariff reform
- particularly crucial was the Liberal propaganda which accused the Unionists of having to put a tax on food to operate imperial preference.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might link the longevity of successful free trade policy with the prospect of higher prices especially for food. Some candidates may point out that, whilst defence of free trade/opposition to tariff reform was central, there were other significant issues in the Election campaign such as Balfour's poor leadership and unpopularity of Unionist policies from 1902 to 1906.

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**Question 1**

- 02** How successful were the Liberal governments, in the years 1909 to 1914, in bringing about political and constitutional reform? (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 addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that the governments were successful might include:

- passing of the Trade Disputes Act, 1906
- confirmation of the practice and principle, after months of struggle inside and outside Parliament, and a General Election (January 1910), that the Commons alone decided finance bills through the eventual acceptance by the Lords of the 'People's Budget'
- after another long struggle and a second Election in 1910 the passing of the Parliament Act reducing significantly the powers of the House of Lords. This Act also made accountability to the electorate more frequent with the reduction in the maximum length of a parliament from seven to five years
- the payment of MPs Act of 1911
- the Trade Union Act of 1913 which in effect reversed the Osborne Judgement
- putting Irish Home Rule on the statute book by 1914.

Factors suggesting that the governments had limitations to their success might include:

- having to fight two General Elections before political reform could be enacted and reliance after the 1910 Elections on the Irish Nationalists and Labour to pass their legislation through the Commons
- only a narrow victory by ten votes in the Lords in getting through the Parliament Bill
- the Lords still retained an important delaying power which could be used, for example over Irish Home Rule, rather than having to accept government legislation immediately after it had passed through the Commons
- the Lords remained entirely unelected
- the Liberals were unable to implement Irish Home Rule before the outbreak of the First World War
- relevant reference to Liberals' divided views on giving the vote for Parliament to women.

Good answers are likely to show an awareness that the key issue was the lengthy constitutional struggle over the powers of the Lords with involvement of the monarchs, e.g. over the threat of creation of large numbers of Liberal peers and a constitutional conference in which the government made some compromise. The Liberal government had limited ambitions and aims in terms of its political and constitutional reforms. The struggle was also a key development in democracy in Britain. The Liberals had largely succeeded in achieving their political and constitutional reforms by 1914.

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**Question 2**

**03** Explain why extremist political parties gained support during the 1930s. (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 extremist parties did gain support.

Candidates might include some of the following factors:

- some disillusionment with Labour after the events of 1931
- the attraction to some of what were perceived as successful regimes with distinctive philosophies, in Italy, Germany and the Soviet Union, e.g. visit of Prince Edward to Germany and G B Shaw to Russia
- attraction, particularly to young men, of Mosley as a leader in the style of Hitler and/or Mussolini, wearing of uniforms and early support of the *Daily Mail*. Mosley founded his British Union of Fascists (BUF) and published his proposals for Britain in *The Greater Britain* in autumn 1932
- attraction of some to the BUF's anti-Jewish campaign in the late 1930s
- whereas support of the unemployed for the Fascists was quite limited, the Communist Party of Great Britain (CPGB) gained some support from the unemployed and was influential within the National Unemployed Workers' Movement (NUWM).

(However, overall the CPGB gained limited popular support, had only one parliamentary candidate elected during the decade and had limited influence on trade unions and the Labour Party.)

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might explain the connection of the economic situation with high unemployment and political extremism. They may comment on the limited appeal of the BUF and the CPGB because of the stability of British democracy, relative to the situations in continental countries with Fascist or Communist regimes.

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**Question 2**

- 04** How successful were British governments in dealing with political extremism during the 1930s? (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 addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

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Factors suggesting that governments were successful in dealing with political extremism might include:

- curbing the violence associated with the BUF/Fascists and the Communist Party of Great Britain through two Acts, the Incitement to Disaffection Act (1934) and especially through the Public Order Act (1936) being thought necessary by Parliament and the National Government to extend the powers of the state to prevent political violence in an otherwise democratic country
- the 1936 Public Order Act was aimed mostly at Mosley's BUF, forbade the wearing of political uniforms, and enabled the police to ban political meetings and demonstrations where violence was likely to occur
- economic recovery and clear Election victories for the National governments were important for retaining political stability. Very few Communists were elected, the CPGB had little influence on Labour and the BUF had no candidates elected to Parliament or indeed as councillors
- given the political stability of British democracy under the National governments the crisis Mosley expected (similar to those which had brought Mussolini and Hitler to power) never materialised after 1931. By the late 1930s Mosley's 'Fascists' were a spent force.

Factors suggesting that British governments were not successful in dealing with political extremism, or other factors accounting for lack of success of political extremism, might include:

- the Incitement to Disaffection Act brought in following the violence at the 1934 BUF London Olympia rally contained powers to prosecute those advocating the use of violence and/or revolution as well as attempting to seduce members of the armed forces to mutiny, but did not stop political extremism, or political violence, so a further measure, the Public Order Act became necessary in 1936
- other factors were important in limiting the extent of political extremism. These included: public as well as government concern over the extent of violence associated with political extremism and especially the British Union of Fascists (BUF); public as well as government concern that Fascism and/or Nazism and/or Communism, inspired by regimes on the continent, threatened British democracy; political extremism attracted limited support; violence at the Olympia rally lost the BUF the support of Rothermere and the *Daily Mail*; there was little support for the B.U.F. from the unemployed
- economic recovery from around 1934 undermined the appeal of both the BUF and the CPGB.

Good answers may show an awareness that in spite of the economic crisis, and increasingly dangerous international situation during the 1930s involving particularly Nazi Germany, Britain with its established democratic institutions and parties remained politically stable taking action to deal with what amounted to limited threats from political extremism.

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**Question 3**

**05** Explain why Britain requested aid from the USA after the Second World War. (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 Britain requested aid from the USA.

Candidates might include some of the following factors:

- the economic dislocation and destruction brought by the Second World War demanded unprecedented levels of funding for recovery, reconstruction and change to a peacetime economy in Britain. There was a massive national debt incurred during the War, much of it owed to the USA
- financial problems caused by the initial ending of Lend-Lease arrangements with the USA
- an American loan was crucial at the end of the War. Keynes eventually negotiated a loan of £1100 million but this was used up by 1947
- continuing economic problems and loss of output caused by the harsh winter of 1947
- Marshall Aid was necessary for the revival of the economy of Britain (and other western European countries) by providing a gift of money rather than a loan. Between 1948 and

1951 Britain received £700 million (more than any other country). This was crucial for Britain's economic revival including the increase in exports (principally to the USA)

- for Britain to continue to play a 'world role', despite the voluntary withdrawal from India and Palestine, adequate funding was necessary to prevent further 'forced' withdrawals as happened in Greece and Turkey in the struggle against communism. For Britain to play a significant role in the Cold War there had to be financial and economic stability at home.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might compare holistically the severe problems suffered by the British economy (and public finances) from 1945 with recovery from 1947–1948 which would not have been possible without the injection of Marshall Aid.

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**Question 3**

- 06** How important was the policy of nationalisation for economic recovery 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**
- 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 addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

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Factors suggesting the importance of the nationalisation policy in economic recovery might include:

- ownership and control of vital industries, the ‘commanding heights of the economy’, (in a context of central planning) played a key role in changing Britain from a wartime to a peacetime economy
- the nationalised industries helped to maintain full employment
- Nationalisation of the electricity and gas industries in particular led to improvements of both supply and quality, greatly assisting the overall economy
- Nationalisation of coal and the railways led to improvements in the longer term
- by 1951 the nationalised industries had played a central part in promoting ‘national efficiency’ as a crucial constituent of a mixed economy.

Factors suggesting lack of, or limited, importance of the nationalisation policy and other factors promoting economic recovery might include:

- most of the nationalisation, e.g. of the Bank of England, civil aviation, rail, electricity and gas just extended recent developments including those made in wartime
- limited success of nationalisation in some industries such as coal production, seen most vividly during the bad winter of 1947. Many complained that rail services deteriorated. The costs of nationalisation including the compensation paid to the previous owners did not aid economic recovery and put further strain on the government’s finances
- Nationalisation of steel, a profitable industry, was unnecessary and controversial, and was ‘denationalised’ (as was road haulage) by the Conservatives after 1951
- for the most part the previous managers of the private industries, e.g. at the mines, stayed in place. The pay and conditions for most workers in nationalised industries did not improve dramatically
- Nationalised industries were still a relatively small part of the overall British economy by 1951, forming about 20% of enterprises and employing 10% of the British workforce
- more important factors accounting for economic recovery included: American and especially Marshall Aid; austerity policy especially as promoted by Cripps; successful policy on increasing exports especially to the USA; and the effects of devaluation.

Good answers may show an awareness that overall Labour’s economic policies went beyond nationalisation, e.g. on reconstruction of factories and houses, increase in exports, austerity and continued rationing, in the attempt at economic recovery after the Second World War.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)