



**General Certificate of Education
June 2013**

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2013

GCE AS History Unit 1: Change and Consolidation

HIS1L: Britain, 1906–1951

Question 1

01 Explain why Lloyd George introduced the ‘People’s Budget’ in 1909. (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 students 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 Lloyd George introduced the ‘People’s Budget’.

Students might include some of the following factors:

- as Chancellor of the Exchequer he needed to raise additional revenue (£15 million) for the Liberal government to fund social reforms, in particular old age pensions, and for defence, in particular ‘Dreadnoughts’

- he wanted the wealthy, and particularly the landed classes, to pay much more in taxation as illustrated by specific measures in the Budget
- as the Lords did not traditionally oppose finance bills, the Budget was a means to carry out social reform, notably at the time introduction of pensions, by-passing the Conservative majority
- Lloyd George wished to stop the House of Lords using its veto by rejecting and mutilating legislation passed by the elected House of Commons and therefore may have deliberately produced a provocative Budget as a trap for the Lords so that rejection would lead to a showdown over their powers, albeit in a constitutional crisis
- he wanted to produce a 'people versus peers' battle which the Liberals and Commons could win and defeat the Conservatives and the Lords ('Mr Balfour's poodle').

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain how Lloyd George combined the government's need for additional taxation with an attack on the rich and a possible trap for the House of Lords.

Question 1

- 02** How successful were the Liberal governments in bringing about social reform in the years 1908 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

Note: This content is not prescriptive and students 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.

Students 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 Liberal governments were successful in bringing about social reform in the years 1908 to 1914 might include:

- the extent of new welfare measures during those years with the amelioration of some poverty
- the most important reforms were 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 poor in the working classes. By the time of the First World War nearly one million, with more women than men, were in receipt of a state pension
- in addition working conditions and, in some cases, wages were improved through measures for 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) helped some of the unemployed by bringing employers and potential employees together
- relevant reference to Lloyd George's success in increasing taxation of the wealthy in the 1909 'People's Budget' by 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 social reform introduced 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.)
- 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
- the Liberal governments did little to tackle the problem of slum housing
- they did not abolish the Poor Law or tackle the harsh reality for those still dependent on it.

Good answers are likely to show an awareness that, compared with (the lack of) previous legislation, the Liberal reforms were highly significant in terms of social policy. Some have seen the Liberal reforms as the beginning of the welfare state in Britain (achieved by collectivism and promoted by 'New Liberals'), but most interpretations argue that the reforms provided just the basis for the emergence of that later and especially after the Second World War. Stronger responses may identify greater success by the Liberals in some spheres than in others.

Question 2

03 Explain why the Labour government collapsed in 1931. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Labour government collapsed.

Students might include some of the following factors:

- the government was handicapped in what it could do as a minority government
- from 1929 the rapid increase in unemployment, especially as a consequence of the Wall Street Crash, became very quickly the major problem facing the government. There were three million unemployed in 1931. A significant number of the unemployed had probably supported Labour in the 1929 Election
- Mosley's suggested solutions for dealing with unemployment had been rejected, though still favoured by some members of the Labour Party. MacDonald's policies for tackling the unemployment problem failed
- the high number of unemployed gave the Government a serious financial as well as a social problem. The budget would not cover the amount of 'dole' benefit required but MacDonald and Snowden, his Chancellor, were determined to maintain a balanced budget (and other traditional financial policies)

- the vast majority of Labour MPs could not accept a reduction in the already meagre level of unemployment benefit (dole) as advocated by the May Committee and accepted by MacDonald and Snowden. Publication of the May Committee Report in July 1931 led to withdrawals of foreign investments in Britain and a heightening of the financial crisis into a political one fuelled by the press
- MacDonald and Snowden gained the support of Baldwin and Samuel for implementing the May Committee proposals but not of the Labour cabinet which split, voting 11 to 9 in favour of cuts. This split was, however, so fundamental that MacDonald tendered his resignation as Prime Minister of the Labour government.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain the link between the aim of the majority of Labour MPs to protect the unemployed and MacDonald's desire to solve the financial crisis regardless of the position of most within his Party.

Question 2

- 04** How far was the recovery of the Labour Party in the years 1931 to 1940 due to effective leadership? (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 students 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.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting that the recovery of the Labour Party was due to effective leadership might include:

- the leadership of Lansbury (and also input from Henderson) helped to stabilise the Party after the debacle of 1931. Lansbury's moral standing in Labour circles stood in contrast to that of the 'betrayed' MacDonald
- under the leadership of Attlee from 1935 the Party was strengthened by increased recruitment of members and revised policies promoted by the new leader. Attlee pursued moderate policies in alliance with union leaders such as the anti-communist Bevin and was committed to democratic socialism, with 'the Left', led by Cripps, given little influence
- effective leadership was a significant reason for Labour winning most of the by-elections held between 1931 and 1940 and gaining control of the London County Council in 1934. In the 1935 General Election Labour made a net gain of 102 seats with a total of 154 in the Commons and received 38 per cent of the popular vote, its highest proportion to that date
- under Attlee, Lansbury's pacifism was dropped in favour of support for armed intervention by the League of Nations, if necessary, given the threats to peace from Germany, Italy and Japan
- Attlee refused to join a Coalition government led by Chamberlain at the beginning of the Second World War in September 1939, but Labour became a party of government in Churchill's Coalition from May 1940 with Attlee as Deputy Prime Minister.

Factors suggesting the recovery of the Party was due to other factors might include:

- Labour's relative success in opposition after 1931 was due to the Liberals remaining split after 1931 (over protection) with disastrous losses in the 1935 Election
- Labour also benefited from the extremist Parties, the CPGB and the BUF, gaining minimal electoral support
- the increasing support for Labour in some areas such as Scotland, South Wales, northern England and London (though relatively little in southern England and the Midlands, and amongst the middle classes) was due to the Depression, high unemployment and failure of the National government to pursue effective policies to deal with economic and social problems
- the new Keynesian economic policies adopted from 1935 and that of nationalisation of industries from 1937, policies which appealed to trade unionists and many in the working classes, especially in areas with high unemployment, were in themselves highly significant in attracting increased support rather than the uncharismatic Attlee
- from 1938 Labour was helped by support from the *Daily Mirror* as well as the *Daily Herald*
- Labour only became a party of government in 1940 because of wartime circumstances.

Good answers are likely to show an awareness that Labour's success in recovering from its position in 1931 was gradual and due to a wide range of reasons, not only because of effective leadership especially under Attlee, but also because of disillusionment with the policies of the National governments.

Question 3

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

Students might include some of the following factors:

- the Conservatives were still associated with the 'failed' policies of the 1930s concerning mass unemployment, social deprivation and appeasement, and the Party retained an outdated image
- as the Conservatives' main electoral asset even Churchill, as 'the man who had won the War', could not overcome memories of the Conservative record in office during the 1930s
- Churchill himself made mistakes in the Election campaign with rather absurd attacks on his erstwhile Coalition partners in the Labour Party especially in his 'Gestapo speech'. The performance of other Conservatives in the Election campaign itself was generally lacklustre
- in 1945 the Conservatives lacked clear policies for post-war Britain (compared with Labour's programme). Labour's appeal, as opposed to that of the Conservatives, was

based on a political climate favouring a fresh start for Britain in peacetime and related to the mood of the British people, especially to younger voters and those in the armed forces. Labour's manifesto, *Let Us Face the Future*, contained constructive proposals based on the experience of 'wartime socialism', planning and increased egalitarianism

- Labour gained support through promising full implementation of the *Beveridge Report*, to which the Conservatives were lukewarm or even hostile, massive (re)construction of housing, nationalisation and continuation of weakening of class divisions
- Labour's leading members could point to successful ministerial experience in the wartime coalition government, especially on the Home Front. Though lacking the dynamism of Churchill, Attlee was seen as a more appropriate leader for peacetime.

To reach the higher levels, students will need to show the inter-relationship of the reasons given, for example they might contrast the popularity of Churchill with the relative unpopularity of his Party and/or with the appeal of Labour.

Question 3

- 06** How successful were the Labour governments in bringing about 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**
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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 students 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.

Students 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 in bringing about economic recovery might include:

- Labour used its successful experience with 'wartime socialism' through state and collective action as a continuing means to promote economic recovery
- Nationalisation of key industries and planning were continued into peacetime
- the government was successful in negotiating the initial loan from the USA and more importantly utilising Marshall Aid funding to the tune of £700 million. This was a gift and was undoubtedly the most important single factor in stimulating economic revival in Britain from 1948–1951
- Cripps' austerity policies helped the economic recovery overall including exports, as did devaluation of the pound in September 1949
- without overcoming the economic problems the governments would not have been able to implement reforms and policies, especially those involving massive public expenditure on the welfare state, housing, building of new towns and education
- by 1951 there was overall significant recovery from the devastation and dislocation caused by the War.

Factors suggesting that the governments were not successful, or had limited success, in bringing about economic recovery might include:

- the Labour governments were handicapped by the financial and economic problems emanating from the War and were unable to spend as much as they wished on welfare and health despite continuation of austerity policies and rationing which made the governments unpopular
- Nationalisation was expensive in paying full compensation to previous owners, and not in all cases successful. Nationalisation became associated with the inability of the coal and other energy industries to cope, particularly during the severe winter of 1947
- in 1947 gold reserves had to be transferred abroad and the initial American loan was used up too quickly
- the necessity of continued 'austerity' policies, mainly associated with Cripps
- the costs of the NHS. The introduction of prescription charges in 1951 and some limitations on provision were not only due to the enormous costs but also overall post-war economic problems
- the number of houses and early development of the New Towns did not provide sufficient to satisfy either demand or need. Partly due to lack of funding many new dwellings had to be temporary prefabs.

Good answers are likely to show an awareness that the Labour governments had a mixed record in bringing about economic recovery with achievements such as the maintenance of full employment and success in establishing a welfare state balanced against such factors as the need for foreign aid and continued austerity.

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