



General Certificate in Education

AS History 5041

Alternative K Unit 1

Mark Scheme

2008 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: DECIDING ON MARKS WITHIN A LEVEL

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills**:
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

June 2008

Alternative K: Social and Economic History, 1870–1979

AS Unit 1: Social and Economic History, 1914–1939

Question 1

- (a) Use **Source A** and your own knowledge.

Explain briefly the importance of ‘new industry’ (line 1) in the context of Britain’s textile industry in the years 1921 to 1929. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. that new industries were creating jobs or uses rayon as an example. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. that new industries, such as rayon whose output was expanding, contrasted with the old industries which were in decline. This may be developed with examples. **2-3**

- (b) Use **Sources B** and **C** and your own knowledge.

Explain how **Source B** challenges the view put forward in **Source C** regarding the state of the British economy in the 1920s. (7 marks)

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Basic statement identifying the views expressed in the sources based on the content of the sources, e.g. simply stating that Source B refers to the car industry and Source C refers to the Lancashire cotton industry. **1-2**
- L2: Developed comparison of the views expressed in the sources, based on content and own knowledge, e.g. develops the contrast and explains that Source C is referring to the industrial North where the declining staple industries are concentrated whereas Source B is focusing on one of the main new industries – car production in the Midlands. **3-5**
- L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent to which Source C challenges Source B, e.g. makes the point that the sources are looking at two opposite points of the scale and develops this with examples of either contrasts, e.g. tram/bus production at Leyland in Lancashire or the depressed shipbuilding industry. **6-7**

- (c) Use **Sources A, B and C** and your own knowledge.

Explain why some industries developed more than others in Britain in the years 1919 to 1928. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based *either* on own knowledge *or* sources. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions but will have valid links.
- Or***
Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

The candidates can identify from Source A some industries were developing because of the use of technology and stronger candidates will point to the link between this and Source B and the car industry. Own knowledge about the impact of the war will vary but should all be credited. Strong candidates may deal with the 're-stocking boom' and point to the way in which this hid the development of the two economies until after 1921. Source C provides an entry point for a discussion of the reasons why the staple industries were in such difficulties after the Great War and stronger answers will be characterised by the ability to develop the point in Source C about foreign competition by giving examples such as the introduction by Japan of electronic looms. Some may point to falling world coal prices in the context of the General Strike to demonstrate the problems of world trade or point out that the American textile industry was protected by the Fordney-McCumber tariffs. Candidates are also likely to point out that consumer-based products such as Hoovers were produced close to London leading to a further move away from the traditional manufacturing centres in Northern England, Scotland and Wales.

Question 2

- (a) Explain briefly what is meant by 'the Great Depression' in the context of Britain in the years 1929 to 1931. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. that it was a period of high employment. **1**
- L2: Developed explanation of the term, linked to the context. **2-3**

- (b) Explain why Britain left the Gold Standard in 1931. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. that the economy was weak and that the government wanted to make things improve. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. includes other factors such as the fact that the Gold Standard had damaged the export based staple industries and had had the effect of forcing up interest rates which had limited investment even in the new industries. Stronger candidates will also argue that other countries such as France had priced their currency more competitively and that with unemployment in Britain having risen sharply the government needed to act. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. is able to argue that the Labour government had been too nervous to leave the Gold Standard because they feared the response of international capitalism whereas the new National Government felt the markets might respond more favourably to them. **6-7**

- (c) 'Cheap money was the most important reason for the recovery of the British economy in the years 1931 to 1939.'
Explain why you agree or disagree with this view. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

This question brings together all the aspects of the debate regarding the British recovery from the Depression. Level 2 responses are likely to simply concentrate upon the impact of cheap money and at the top of Level 2 will recognise the link to leaving the Gold Standard. To reach Level 3, candidates must begin to address or at least acknowledge a range of other explanations for economic recovery, such as, Protection, imperial preference and, later, rearmament. At Level 4, candidates will offer a balanced conclusion as to the relative importance of cheap money and the stronger candidates are likely to differentiate themselves by offering different explanations according to regions, e.g. rearmament was much more crucial for Northern England whereas cheap money fuelled the initial consumer led boom in the South and Midlands.

Question 3

- (a) Explain briefly what is meant by the 'new housing estates' in the context of Britain in the years 1919 to 1939. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. that they were built by local councils. **1**

L2: Developed explanation of the term, linked to the context, e.g. building the new estates was linked to the clearance of slums in the inner cities. Examples such as Dagenham may be used. **2-3**

(b) Explain why governments failed to solve Britain's housing shortage in the years 1919 to 1939. **(7 marks)**

Target: AO1.1, AO1.2

L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. that the government often did not have enough money or that there were too many poor people due to the Depression. **1-2**

L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. that there was a shortage of over a million homes in 1919 and that population growth made it hard to improve the situation. Some will point to the Conservative governments having a *laissez-faire* attitude. Other responses will point to the reasons for the failure of individual acts such as the Addison Act which was a victim of the Geddes Axe. **3-5**

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. that the economic problems faced by governments in this period are the main explanation for why the housing shortage of 1919 had not been solved by 1939. **6-7**

- (c) 'The response of governments to the economic problems of the British working class in the years 1919 to 1939 was limited because of lack of money.'
Explain why you agree or disagree with this view. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or**
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates can deal with any valid areas of the impact of social and economic change such as long-term unemployment, widows, female welfare or education and health. The responses will differentiate themselves by the degree to which they are structured and able to offer supporting evidence. Level 2 responses are likely to be relevant to the period but lack supporting evidence, e.g. simply referring to the Means Test as unfair. At Level 3 a range of ideas will be discussed such as the expansion of welfare spending, e.g. the Widow's Pensions and the Fisher Education Act as well as the limited approach to unemployment such as the failure of the Special Areas Act or the money given to the iron and cotton industries to rationalise which had the immediate effect of increasing unemployment. At Level 4 there will be a balanced conclusion based upon the uneven performance of the government and therefore the way in which the quotation could be applied, for example, to government care for pregnant women but was less true regarding care for infants. At Level 5 there will be a clear overview perhaps related to the *laissez-faire* philosophy of the times.