

Mark scheme January 2003

GCE

History

Alternative R: Units 2 and 5

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General Guidance for Examiners: AS and A2 examination papers**A: Introduction**

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised 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 new 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 and A2.

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 and across all the specifications offered by the Board.

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 for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

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: Exemplification of A Level (A2) descriptors

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: Deciding on marks within a level

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

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.

Alternative R: Britain, 1895-1951**AS Unit 2: Britain, 1895-1918****Question 1**

- (a) **Use Source B and your own knowledge.**
Explain briefly what was meant by “war economy” in the context of Britain during the First World War.

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. change in factories to war production, government control of the economy. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context. Demonstrates developed understanding of the term and its significance in relation to overriding aim of winning a ‘total war’ by means of government directing the economy and control of the nation’s resources, which began principally with the Ministry of Munitions but extended through e.g. McKenna duties, ‘nationalisation’ of key industries, direction of labour, rationing, women’s employment (especially from 1916 with the introduction of conscription). **2-3**

- (b) **Use Source A and your own knowledge.**
How useful is Source A as evidence of Britain’s need to increase war production in June 1915?

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree of 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 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 evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. a description of content of the source with some connection to own knowledge or makes very general statements about Lloyd George as Minister of Munitions. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance. Detailed evaluation of utility of the source in relation to the ‘shell shortage’ which had developed by the spring of 1915, linking source, own knowledge and provenance. **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context. Developed evaluation, drawing conclusions about utility based on Lloyd George’s position (and recent appointment) as Minister of Munitions, the content and tone of his message to his audience in the source and in the context of the munitions production crisis. **6-7**

- (c) Use Sources A, B and C, and your own knowledge.
“The demands of winning the First World War brought about dramatic economic and social changes in Britain.”
Explain why you agree or disagree with this statement.

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 on *either* own knowledge *or* the 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 description, but will have valid links.
- Or*
Demonstrates, by limited selection of material, *both* from the sources *and* 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 source *and* 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* own knowledge, explicit understanding of the demands 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

Source A focuses on the absolute necessity of the whole nation and its resources responding to a call for war production, indicates a step change in the economy and inclusion of all (implying women and all social classes). Source B is about the economic priority and change to a ‘war economy’. Source C focuses on women’s changed roles especially as munitions workers. From own knowledge there is wide scope: e.g. on the economy, increased government powers, tariffs, dilution, women workers; e.g. on social changes, the consequences of DORA and conscription, and for women and social class. Some answers may assess the changes from the position at the end of the War.

L1 answers will be thin in content and/or assertive in argument. L2 responses will have some understanding of changes brought about by the overriding demands. At L3 answers will utilise both sources and own knowledge to indicate some of the major changes. L4 responses will have a solid range of evidence linking both economic and social changes with the imperative of winning the War. At L5 answers will have full integration of material from the sources with own knowledge to support an explanation of cause and effects. There may be consideration of how ‘dramatic’ the changes were.

Question 2

- (a) **Comment on “the House of Lords’ veto over Commons’ legislation” in the context of the years 1906 to early 1909.**

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. a brief explanation of the Party position in each House or an example of use of the veto by the Lords before the 1909 Budget, or the constitutional position before 1914. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge. Balfour and the Conservative majority in the Lords had used the veto when they saw fit, e.g. Bills on Education, Plural Voting, and Licensing. Others such as those on renting of land had been severely amended. (However, the Lords did allow through some legislation they disliked, e.g. Trades Disputes and Pensions.) Brief reference may be made to the People’s Budget, although the Lords did not reject this until *November* 1909 and is therefore not central to the question. **2-3**

- (b) **Explain why the House of Lords rejected the ‘People’s Budget’ in November 1909.**

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. falling into a trap set by Lloyd George, examples of the higher taxes on the wealthy. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation. The answer will be in the general context of the Liberal Government’s difficulties with the Lords since 1906, possibly indicating understanding of the Lord’s constitutional position, both theoretical and the unwritten traditional understanding about money bills. **6-7**

(c) **How successful were the Liberal governments in achieving welfare reform between 1906 and 1911?**

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by 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 or 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

In spite of the opposition and especially Conservative use of the Lords to amend and veto, much was achieved. Pensions and National Insurance were the major welfare reforms, but also important were those affecting children (including school meals, medical inspection and the ‘Children’s Charter’), and also workers (e.g. Trade Boards and Labour Exchanges, and earlier the Compensation Act and merchant seamen’s conditions). (There can be relevant reference to the Trades Disputes Act.) The taxes imposed in the People’s Budget can be relevant if linked to the funding of pensions and/or other welfare reforms. On the other hand conditions for receipt of pensions restricted the numbers eligible. National Insurance payments were not made until 1913. Little was done about slum housing.

L1 answers will be thin in information and/or generalised in argument. At L2 responses will have fuller descriptive material, but remain limited in range of coverage and assessment of success. L3 answers will contain solid examples of welfare reforms with some clear, if limited, evaluation. L4 responses will contain a wide range of evidence with a balanced consideration of how successful the Liberal governments were. L5 answers will have coherent, overall judgement based on a wide range of knowledge of welfare reform.

Question 3

- (a) **Comment on “neutrality of Belgium” in the context of Britain’s foreign policy at the beginning of August 1914.**

Target: AO1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. the geographical or strategic importance of Belgium for Britain if it were to be occupied by a hostile power. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge. The source indicates the concern of the British government (and people). On 1 August Russia and Germany were already at war and implementation of the Schlieffen Plan to attack France via Belgium imminent. Answers may refer to the 1839 Treaty of London, but the key factor for Britain was the location of Belgium as a springboard for the invasion from the continent by Germany’s naval and military forces. **2-3**

- (b) **Explain why Britain improved relations with France and Russia between 1898 and 1907.**

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. both ententes settled colonial disputes and tensions (on paper). Britain was prepared to make friendly agreements with her two traditional enemies in the context of the greater perceived threat from Germany (especially with the building of the fleet). Russia was no longer seen as a major threat after her defeat by Japan. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation. There will be development of factors indicating clearly why relations with France improved so greatly from Fashoda to the signing of the Entente, and with Russia from hostility shown in the establishment of the Anglo-Japanese Alliance of 1902 through to the 1907 Entente. (The Franco-Russian Alliance provided a link with Britain especially at the Algeiras Conference.) **6-7**

- (c) **“The underlying causes of war between Britain and Germany stretched back to the beginning of the twentieth century.”**
Explain the relative importance of these underlying causes.

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by 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 or 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

Major factors to be explained include imperial rivalry, the Boer War, the Kaiser and German governments' ambitions, the rival alliances and ententes, crisis particularly over Morocco and especially the naval race.

At L1 responses will be thin in content and/or generalised in argument. L2 answers will contain more extensive information but be limited in explanation of importance of causes. At L3 there will be clear understanding of most of the major underlying causes and some explicit explanation of their importance. L4 responses will have a range of causes and explicitly assess their relative importance. This may include comparison with the immediate cause of the German invasion of Belgium and indicate that there were periods of improved relations (e.g. during the Balkan Wars). At L5 there will be coherent, overall judgement weighing the relative importance of different underlying causes and possible discussion of the roles played by key British politicians such as Lansdowne, Grey, Haldane and Lloyd George (and/or even some on the German side).

A2 Unit 5: Britain, 1918-1951**Question 1**

(a) Use Sources B and C, and your own knowledge.

To what extent do A.J. Cook and Stanley Baldwin differ in their views on striking in 1926?

Target: AO1.2, AO2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

Level 1 answers will extract simple statements from the sources or refer to own knowledge to demonstrate agreement or disagreement on the issue/event which is the subject of debate. Level 2 answers should show explicit understanding of some aspects from the sources, citing, for example, 'starvation', level of wages in Source B, 'civil war' in Source C. Answers at Level 3 will demonstrate explicit understanding of difference (and possibly areas of agreement from own knowledge) of interpretation in relation to striking in 1926 and offer some explanation. There is a complete difference of view in the sources. Cook puts what he claims is a 'simple' case and stresses miners' conditions, wanting 'safety', 'economic security', adequate working hours. The miner was desperate, and he and his family facing starvation. Cook ends with a virtual ultimatum. Baldwin stresses the constitutional issue, possible 'civil war' and ignorance of the T.U.C leaders. Views are polarised. Little should be expected from own knowledge to counteract this view, although ultimately the T.U.C leaders accepted that the General Strike was a revolutionary weapon and backed out, thus tacitly agreeing with the Government. Level 4 answers as Level 3 plus the use of appropriately selected material, from sources and knowledge, to reach a sustained judgement on the debate, e.g. in relation to the debate between Cook and Baldwin.

(b) Use Sources A, B and C, and your own knowledge.

How important was the role played by the leaders of the T.U.C. in explaining both widespread support for, and subsequent failure of, the General Strike?

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: *Either*
Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or*
Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and reward should be given for the range of arguments on importance of the T.U.C. leaders' role in explaining both the 'widespread support' and 'subsequent failure' of the Strike. Source A has a range of reasons for the General Strike which includes T.U.C. support and indicates widespread support from workers. It does not indicate why the T.U.C. leaders called off the Strike, but indicates anger of workers, some strengths of the Government, the miners' subsequent isolation, and concludes that government and employers 'won a complete victory'. Source B gives the miners' case (which gained initial support from the T.U.C. leaders and sympathy of workers in general), but there is no reference to withdrawal of T.U.C. support. Source C gives Baldwin's case on the constitutional 'threat', a view which subsequently played an important part in the T.U.C. leaders' decision to abandon the General Strike. Own knowledge could indicate the background of problems in the coal industry (though should not be overlong on developments from 1918-25). The miners were the vanguard of the trade union movement and the T.U.C. General Council realised a defeat for the miners, led by Smith and Cook, after the *Report of the Samuel Commission*, could lead to lower pay and worse conditions for workers other than miners. T.U.C. leaders first supported the miners, for whom there was not just sympathy but also the self-interest of most workers. However, the Government was prepared and the T.U.C. was not. Syndicalism had some influence, but the General Council was not revolutionary and Simon declared the General Strike 'illegal'. His proposed compromise formula was seized upon by the moderate T.U.C. leadership including Thomas and Bevin as a way out. Ordinary union members and particularly the miners felt abandoned.

L1 answers will use material from sources or own knowledge which will be thin and mostly descriptive. At L2 material will be fuller but lack range and depth and/or will be assertive in argument. L3 answers will have evidence from both sources and own knowledge (though not necessarily equally) considering both aspects ('widespread support' and 'subsequent failure') in relation to the role of the T.U.C leaders. At L4 responses will cover all aspects of the question, have consistent analysis and make clear judgements on both major issues of the question. At L5 there will be conceptual awareness with sustained judgement based on a wide, selective range of information.

Section B

These questions are synoptic in nature and the rewarding of candidates should be clearly linked to the range of factors or issues covered in the generic A2 Levels of response mark scheme and by the indicative content in each specific mark scheme for each question.

Standard mark scheme for essays at A2 (without reference to sources)

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answers implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15****L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18******L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20****

Question 2

“The decline of the Liberal Party from 1918 to 1929 was due as much to its internal divisions as to the rise of the Labour Party.”

How valid is this judgement?

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should not be overlong on the 1916 split between Asquith and Lloyd George, and subsequent division during the War, but focus on the period from the 1918 ‘Coupon’ Election to the Liberals’ poor results in the 1929 Election. However, some answers may focus on the historiographical debate about the decline of the Liberals and/or focus on underlying causes of Liberal decline and Labour’s rise. Only 28 ‘Asquithian’ Liberals were elected in 1918, but Lloyd George’s Liberals were outnumbered by Conservatives in the Coalition (both in government and parliament). After the sudden fall of Lloyd George in 1922 the two wings of the Liberal Party returned 116 members in the 1922 Election, but Labour 142. The Liberals re-united around free trade in 1923 (though tensions remained between previous ‘Asquith’ and ‘Lloyd George’ members) to win 159 seats, but remained second to Labour (191), which then formed its minority government. Labour was undoubtedly helped in its appeal by the divisions in the Liberal Party, and with increased unionisation (at least until 1926) emerged as the more credible opposition to the Conservatives. It is doubtful whether the Labour Party’s rise would have been as fast without Liberal disarray. During 1924 the Liberals believed they controlled the Labour Government and certainly helped to bring it down. In the longer term, especially after failure of workers’ industrial action in 1926, the Labour Party was seen, to its advantage, as being hamstrung by the Liberals rather than the reverse. The Liberal leash in 1924 helped to keep the Labour Government ‘moderate’ and thereby also assisted its longer term appeal. MacDonald was robust and did not have the political and scandal baggage of Lloyd George. Labour’s policies and organisation were more relevant particularly to the working (and lower middle) classes. In the 1924 Election Conservatives gained Liberal seats rather than those of Labour. This was a crucial defeat for the Liberals. Labour presented a moderate image in the 1929 Election with the Clydesiders well under the control of the leadership. Lloyd George had succeeded the lethargic Asquith as Liberal leader in 1926, created greater unity and rethought Liberal policy. However, in spite of the Keynesian *We Can Conquer Unemployment* with its realistic policies, the Election result, with only 59 Liberal seats to Labour’s 285, showed the Liberal Party had gone into seemingly irreversible decline. Labour again took office as the larger of the non-Conservative Parties.

L1 answers will be thin in factual detail and/or be assertive in argument. At L2 responses will have fuller information but be limited in range and argument. L3 answers will cover a range of appropriate factors concerning both Liberal division as well as the relative success of the Labour Party. At L4 responses will have overall clarity on the synoptic demands of the question, clearly understanding that by the time Liberal divisions were healed, Labour had overtaken it partly for positive reasons, and was able to form two governments with Liberals only as ‘support’. This was particularly the case in 1929. L5 answers will have sustained judgement linking fully the two aspects of the question, perhaps also with some wider factors examined.

Question 3

How far were Britain's efforts to maintain European peace between 1924 and 1933 due to the personal commitment of leading British politicians rather than to support for the League of Nations?

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

In terms of maintaining peace the two most prominent British politicians were Ramsay MacDonald and Austen Chamberlain. The former acted as his own Foreign Secretary in 1924 devoting much attention to the League including pressure to gain French withdrawal from the Ruhr. He proposed the Geneva Protocol. Baldwin and the Conservatives were less keen on involvement in the League than Labour (and Liberals) and abandoned the Protocol. In the later 1920s (unlike the 1930s) there were no serious issues threatening European peace. However, like MacDonald, Chamberlain was committed to collective security from 1924-29, but preferred initiatives which were not so directly linked to the League. The Locarno treaties, though approved by the League, were essentially promoted by Chamberlain together with his French and German counterparts (Briand and Stresemann). Indeed it was this triumvirate which promoted peace more effectively than the League in the age of the 'Locarno spirit'. It was noticeable that some Conservatives, notably Churchill, were critical of the superficiality of the agreements and certainly not committed to the League. The 1928 Kellogg-Briand Pact, again supported by the League, was embraced and promoted by the triumvirate. From 1929-31 MacDonald became preoccupied with domestic problems, as did the National Government with MacDonald remaining as Prime Minister. Simon as Foreign Secretary after 1931 was 'a supporter' of the League of Nations, but he and the League were ineffective over Japan's invasion of Manchuria. The new Labour leader, Lansbury, was a pacifist and reflected a considerable body of opinion in Britain which paid lip-service to the League and was intensely anti-war, a factor which led to a weak policy on armaments and understandable lack of appreciation of the danger from Hitler by early 1933. MacDonald and Simon committed Britain to full participation in the World Disarmament Conference, promoted by the League of Nations, but were unable to make much progress before Germany's withdrawal essentially crippled it.

At L1 answers will have limited material and/or be assertive in argument. L2 responses will contain more substantial descriptive or narrative material, but argument will be limited and remain assertive rather than analytical. L3 answers will demonstrate clear knowledge and understanding of the policies of leading politicians and links with the League. At L4 there will be clarity in the synoptic demands to appreciate both government/politicians' initiatives as well as commitment to League of Nations policies especially collective security. L5 responses will show sustained judgement throughout and justify a balanced conclusion.

Question 4

How far was recovery from economic depression between 1931 and 1939 due to government policies rather than to other factors such as the development of new industries?

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

There are three elements to be linked, Government policies, new industries – and ‘other factors’. (‘New industries’ are given as a major example.) Government policies began with abandonment of the Gold Standard, making sterling a ‘better investment’ and exports more competitive (when world recovery got underway). Protection helped industry in the longer term and was probably inevitable given the ‘world’ Depression and actions by foreign governments. The changes in the dole including abolition of the means test did little to stimulate the economy. However, low interest rates helped expansion of the economy especially of new industries. The Special Areas Act of 1934 gave only limited financial aid to depressed areas. Re-armament helped to reduce unemployment at the end of the decade, although the figure remained above one million until the outbreak of war. Certainly there was no direct government intervention of the kind and range in Roosevelt’s New Deal. The Depression hit particular regions and localities with the old staple industries, but new industries (mainly based on electrical power) flourished elsewhere. There included household electrical goods, cars, transport especially in London, chemicals, ‘holiday industry’, cinema, large retail stores, and probably of most importance construction. ‘Other factors’ included protests against unemployment by the unions and in hunger marches, although these were limited in effecting change. More important was the revival of world trade with the recovery of world markets based on American recovery.

L1 answers will be thin in material and/or be assertive and generalised. L2 responses will be fuller in descriptive information, but still limited in range of material and/or assessment. L3 answers will have clear material on both Government policies and new industries with evaluation of their significance for recovery. At L4 responses will have clarity in comparison of the impact of Government policies and development of new industries together with at least reference to ‘other factors’ such as world recovery. The overall synoptic demands will be addressed centrally. L5 answers will have sustained judgement on the factors affecting the debate on the reasons for gradual and ‘patchy’ economic recovery.

Question 5

“By 1951 changes in cultural and moral attitudes had occurred principally because of experiences during the Second World War.”

How valid is this judgement in relation to the years 1918 to 1951?

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

There was considerable change over the period and it can be argued that the main catalyst was experiences during the Second World War, or that they accelerated changes which were already underway. ‘Victorian morality’, which was by no means universal, was undermined or changed by First World War experiences. The role of women in society and the economy had changed considerably. Nevertheless the husband/father was still regarded as the breadwinner, a concept which caused much pain during the Depression amongst the male unemployed. However, there had been a major shift towards equality between the sexes, further assisted by the popularity of cinema and dance halls in the inter-war period and beyond. Class barriers had been lowered during the First World War and the process continued, perhaps particularly in education with the distinction between working and middle class education becoming more blurred. Christian morality was somewhat undermined by the Abdication crisis in which a fair proportion of the population supported Edward VIII over his intention to marry a divorced woman. Church attendance dropped from 1919-39. Secularism and consumerism helped to loosen the attitudes of the past. Nearly all of the above changes accelerated during the Second World War and continued afterwards. The War itself led to dislocation, urgency and responses to the necessities of war. Women’s experiences widened further in terms of work and social interaction. Many married women continued to work after the War. Both divorce and pre-marital sexual relations became more common. Although church-going rose during the War, it declined again afterwards and with it traditional religious and moral attitudes. The Establishment, at least in terms of the Conservative Party and the churches, especially the Church of England, lost social influence to the liberal (anything could happen) attitudes in the War and to the emphasis on standard of living and secularism at the time of the Labour governments from 1945-51. Some argued that the welfare state undermined individual morality and promoted a dependency culture. Undoubtedly established authority, whether political, economic (with employers) and in society generally, was increasingly questioned through the experiences of troops, workers and unions, and women during the War. Attitudes from c.1939-51 changed more rapidly than in any other period. Many of the standards of the inter-war period were rejected with rigid social distinction and high unemployment eliminated.

L1 answers will have outline content and/or generalised assertions. L2 responses will have fuller examples of changes but still be limited in range of argument. At L3 there will be clearer understanding and knowledge of changes in cultural and moral attitudes, and the part played by the Second World War in the process. L4 responses will be clear and balanced about longer term changes and the impact of Second World War experiences. At L5 there will be sustained judgement in analysing the relative importance of the Second World War in the changes, and possibly an attempt to distinguish between overall cultural as opposed to just moral attitudes.

Question 6

“In spite of being victorious in the Second World War, Britain could no longer lay claim to being a Great Power, either militarily or politically, by 1951.”

How valid is this judgement?

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Although Britain was victorious, this probably gave her an unrealistic concept of how great a power she actually was by 1945. The War had been won more by the might of the USA and the USSR. Britain's role in the conferences, including Potsdam, was more of a junior partner to the two superpowers. With the Cold War Britain was unable to continue to support governments in Greece and Turkey. Marshall Aid was crucial to upholding the economy. The 'release' of India and Palestine were realistic decisions by the Labour Government. Militarily, however, Britain remained over-stretched in maintaining its position in the rest of the still extensive empire (e.g. in Malaya) and in Europe during the Cold War. Nevertheless militarily Britain continued to play a role, e.g. over the Berlin blockade and Korea. She also made a major military commitment to N.A.T.O from 1949. Possession of the atom bomb kept Britain as 'the third' atomic power and this was regarded by the Labour Government as crucial politically in maintaining a place at the highest conference table with the superpowers. Certainly the USA regarded Britain as the most important of the western European allies in the Cold War, both militarily and also politically. Before N.A.T.O Britain (and especially Bevin) played a leading role in ensuring the USA 'remained in Europe' with the Truman Doctrine, Marshall Aid and the formation of the O.E.E.C. She encouraged the co-operation of the western zones in Berlin and Germany, the precursors of the North Atlantic Treaty such as the Dunkirk and Brussels Treaties. The Labour Government regarded Britain still as a great power in its own right and, for example, did not wish to become too closely involved with the Council of Europe in 1950. On the other hand Churchill, in opposition, supported the ideas of closer unity in western Europe. Whether Britain remained a 'Great Power' in 1951, militarily or politically, depends on definition. She was not a superpower, but could probably still lay claim to 'third position' even though possession of the empire and Cold War commitments were to prove too extensive and burdensome after 1951.

L1 answers will be thin in factual content and/or assertive and generalised. At L2 responses will contain fuller information, but be limited in evaluation of Britain's position by 1951. L3 responses will be clear about Britain's 'false' position in 1945 and have assessment of the reality of her situation at the end of the period, militarily and politically. L4 answers will consider relevant, if selective, factors centrally in reaching an informed and balanced assessment. At L5 answers will contain a wide range of knowledge arranged to provide sustained judgement about Britain's status.

Question 7

“The Labour governments of 1945 to 1951 lost popularity because of economic conditions rather than their policies.”

How valid is this judgement?

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The policies, at least initially, were very popular, and in particular the provisions of the welfare state and the new National Health Service. Again nationalisation seemed popular at first and in some instances effectively extended the state control of the Second World War. Bank of England nationalisation was hardly controversial and both electricity and gas supply were improved. Coal was not as successful, although the bad winter of 1947 was largely responsible. Nevertheless the government received the blame. Rail and road haulage were also less successful with some claiming the railways had been better in private hands. The governments failed in their nationalisation programme only with steel, as the Conservatives came to accept the de facto other nationalised industries. On the other hand the government had difficulties with details of its nationalisation programme and also in the NHS with the high demand for free services especially spectacles, dentistry and prescriptions. Internal arguments over NHS expenditure, particularly with Gaitskell's imposition of prescription charges in 1951 and Bevan's resignation, did not help the government's popularity. In general Labour had support for its defence and foreign policies, but the empire and Cold War, especially the Korean War, strained the economy and government finance. It was economic conditions which were a principal reason for the governments losing popularity to the point of defeat in 1951. Coping with the debt at the end of the War and the requirements of rebuilding Britain were enormous financial burdens. The initial loan from the USA was spent by 1947, coinciding with the bad winter. Government finances and the economy were essentially rescued by Marshall Aid, but at the same time by Cripps's austerity, e.g. increased taxation, maintenance of rationing. The governments were blamed for their management of the economy and by 1950-51 there was intense dislike of continued rationing so long after the end of the War, and a desire for a higher standard of living. Increasingly nationalisation and welfare, whatever their advantages, were seen as dominance by the state. There were of course other reasons for Labour's loss of popularity, notably divisions and the growing appeal of the Conservatives.

L1 answers will have thin content and/or be assertive and generalised in argument. At L2 responses will have greater factual information, although evaluation will be limited. L3 answers will cover major policies and the economic context, though assessment may be partial or implicit. At L4 responses will have coherent explanation of the difficulties of economic conditions in the period and their interface with implementing policies (which could include foreign policy) together with a balanced conclusion. L5 answers will provide sustained judgement and linkages, and may go beyond just domestic policies and economic conditions.