

Mark scheme January 2004

GCE

History

Alternative R: Units 2 and 5

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CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

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 AO1.1, 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 (AO1.2), 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 (AO2, 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 characteristics: 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.

January 2004**Alternative R: Britain, 1895-1951****AS Unit 2: Britain, 1895-1918****Question 1**

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

Explain briefly what was meant by “dreadnought battleships” in the context of Britain’s defence in 1909. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. need for funding of these new dominant battleships in the ongoing naval race with Germany. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. in relation to the heightened naval race and worsening relations with Germany by and in 1909 (following the 1907 ‘Triple Entente’, 1908 Moroccan crisis and Kaiser’s *Daily Telegraph* interview. There was also the *Daily Mail* campaign for more dreadnoughts to be built). Lloyd George had genuine need of increased taxation to fund the expanded dreadnought (and other naval) building. **2-3**

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

How useful is **Source C** as evidence of the difficulties of solving the constitutional crisis of 1909-1910? (7 marks)

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 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.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. description of this contemporary view of the difficulties for the monarch in trying to bring Commons and Lords together as expressed in the cartoon itself. **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 this contemporary cartoon with both sides (Commons/Liberals/Asquith opposing Lords/Conservatives) pulling away from attempts of Edward VII to bring them together. There may be reference to wider difficulties such as the results of the first

General Election of 1910 which was hardly clear between Liberals and Unionists as to which side the electorate had been favoured. There will be linking of 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 in assessing the central point made in the cartoon, drawing conclusions about utility based on evidence of a contemporary cartoon in the context of the protracted constitutional crisis of 1909-10 continuing into the reign of George V and a second General Election. **6-7**

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

“Reducing the powers of the Conservative-dominated House of Lords had little to do with Liberal governments’ promotion of welfare reforms between 1906 and 1911.”

Explain why you agree or disagree with this statement. **(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 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* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will 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**

Source A refers to the ‘extra cash’ needed to fund the new pensions and overall need of the government to overcome the opposition to some of its measures by a House of Lords ‘robbed of their senses’. It ends with reference to Lloyd George’s campaign to overcome the opposition of the Lords to the Budget and by implication to reduce their constitutional powers so that at least pensions as a welfare reform could be funded. Source B gives an illustration of one of his fighting speeches in which he ridicules the Tory case and specifically refers to the Lords’ protest against taxation of land. There is, however, no explicit link with (paying for) welfare reforms. Source C illustrates the gap between the two sides, the problem of getting agreement and by implication the determination of the government to win so that its legislation would no longer be rejected or mauled as previously. **From own knowledge** there should be examples of welfare reforms which had been rejected altogether (e.g. in education, licensing, renting of land) and/or significantly amended, as with many of the welfare measures which were not as strong as originally intended by ministers such as Churchill and Lloyd George. On the other hand the Lords had let through early Liberal measures (e.g. ‘Children’s Charter’, Trades Disputes Act) and pensions without major amendment. It can be argued that the constitutional clash was as much about the political right of the elected chamber to dominate over the unelected Lords as about the implementation and continuation of welfare reforms. Lloyd George needed the funding for welfare measures from the People’s Budget, but after the constitutional crisis the only major piece of welfare legislation was National Insurance.

Level 1 answers will be thin in content and/or assertive in argument. Level 2 responses will have some understanding of the objective of the government of overcoming the Lords’ use/abuse of their powers in relation to Liberal government welfare legislation. At Level 3 answers will utilise both sources and own knowledge to explain how the Liberals overcame the restraints of the Lords so to continue their legislation with less hindrance. Level 4 responses will have a solid range of evidence linking Liberal political ‘victory’ in the constitutional crisis with the continuation, such as it was, of welfare reforms. At Level 5 answers will have full integration of material from the sources with own knowledge to support a balanced argument about the struggles over welfare legislation and the constitution from 1906.

Question 2

- (a) Comment on “the consideration of Belgium” in the context of Britain’s position at the outbreak of European war in August 1914. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. reference to the 1839 Treaty of London or the strategic importance to Britain if Belgium 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. At the time of Grey’s statement it was not clear that German troops had entered Belgium, but Britain had made the commitment to help the defence of France if the Germans invaded that country. Operation of the Schlieffen Plan meant German passage through Belgium, an act which would be seen by Britain as occupation and a direct military/naval threat to her. Britain declared war

the day after Grey's statement when the evidence of German entry into Belgium was confirmed. **2-3**

- (b) Explain why Britain had become committed to France since 1898. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. mutual understanding and closer relationships following the Fashoda Crisis and Britain's gradual realisation from the Boer War onwards that 'splendid isolation' was no longer appropriate for defence of Britain and the Empire, reasons for the 1904 Entente, developed relations arising from that Entente and/or Moroccan crises, military and/or naval arrangements arising out of mutual suspicion of German foreign and/or armament policies. Coverage may be concentrated on the 1898-1904 period. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation. The answer will give a holistic view over the period and in particular of the reasons for the Anglo-French Entente developing into much more than an agreement over colonies into close co-operation which involved military and naval deployments. There may be reference to Britain's hesitation but final commitment in the days leading to the declaration of war on 4 August 1914. **6-7**

- (c) Was the threat from the German navy the most important factor in Britain's growing hostility towards Germany between 1898 and 1914? Explain your answer. (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 relevant 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 selection of 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

On the ‘naval race’ the key developments in the German ‘challenge’ were the initial German Navy Laws from 1898, leadership of Tirpitz, opening of the Kiel canal, the race itself especially in dreadnoughts, failure of the Haldane mission and proposed naval holiday. This was, however, not the sole issue and other factors leading to heightened hostility included posturing during the Boer War, colonial rivalry, industrial and commercial competition, the alliances and ententes, crises especially over Morocco, William II’s statements and actions, press and public opinion in Britain. The perceived ‘threat from the German navy’ (the continental military and economic giant moving into Britain’s traditional sphere of empire and naval supremacy) was probably the main cause of ‘growing hostility’. However, responses can argue in favour of other factors, but should attempt an assessment of the relative importance of several issues with the naval threat prominent.

Level 1 answers will be thin in information and/or generalised in argument. At Level 2 responses will have fuller descriptive material, but remain limited in range of coverage and assessment of relative importance. Level 3 answers will contain some detail on the naval threat and consider some other factors together with a clear, if limited, attempt at evaluation. Level 4 answers will contain a wide range of evidence with a balanced consideration of the naval threat as compared with other causes of hostility. Level 5 responses will contain coherent overall judgement based on accurate, if selective, evidence over a range of issues.

Question 3

- (a) Comment on “domestic service” in the context of women’s employment at the beginning of the First World War. **(3 marks)**

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. tradition of domestic service being the single biggest employment/occupation of lower class women up to 1914. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge. Information, which can include the statistics, in the source should be utilised as well as own knowledge about the change to a war economy which led to the rapid decline in the number of female servants. **2-3**

- (b) Explain the reasons for the expansion in job opportunities for women and girls during the First World War. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. replacement of men due to voluntary enlistment and/or conscription, need for increased munitions production. Although examples of new and increased employment and other jobs may be given, focus should be on reasons. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation. The answer will be in the context of the need and demand for female labour including that in the professions as well as directly on war or food production, but may bring in wider developments such as the suffragettes ‘demand to serve’ and acceleration of the continuing advance of both working and middle class women in occupations begun well before the outbreak of war. **6-7**

- (c) Was the change in the economic role of women during the First World War the most important factor affecting social equality in Britain by 1918? Explain your answer. (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 relevant 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. **5-8**
- L3: 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 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

The source implies a significant reduction (as happened) in the number of female servants and indicates the great growth in number of employed women. Many, including middle class women, worked for the first time. Pressure to do so came from the suffrage societies which, by implication often explicitly, pressed for women's equality as well as the more tangible objective of gaining the vote. Women entered military organisations, the police and jobs in full public view such as conductresses and bank clerks. There was a large increase in the number of teachers, although this was a traditional employment area. To varying degrees women were in positions of authority and/or responsibility. Generally they were better paid (though only exceptionally like some doctors at the same levels as men), and gained in freedom and independence. Such advances were also helped by the absence of fathers and husbands. War work brought a fundamental change in the position of women in society confirmed by the franchise in 1918. The change for women was probably the most important in leading to greater social equality, but class barriers were lowered both in war service, especially on the western front where both officers and men shared the dangers and at home where the common objective of victory brought some social mobility and the classes into more contact with each other. On the other hand class distinctions essentially remained at a social level and there were no significant changes in the class structured school system, nor at university level. There was some slowdown, if not a complete stop, in the changes with regard to women's employment as well as class distinctions after the War.

Level 1 responses will be thin in information and/or generalised in argument. At Level 2 answers will have fuller descriptive information, but remain limited in range of material and evaluation. Level 3 responses will contain clear examples of the change in the economic role of women with some evaluation of the significance compared with other developments. Level 4 answers will contain a wide range of evidence, particularly on women, with balanced consideration of other factors affecting society equality. At Level 5 responses will have coherent, sustained judgement based on a wide range of knowledge on changes and the extent to which women's economic role was the most important factor.

Alternative R: Britain, 1895-1951**A2 Unit 5: Britain, 1918-1951****Question 1**

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

To what extent do these two sources agree about the condition of England during the 1930s?
(10 marks)

Target: AO1.1, AO1.2

- 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

At Level 1 material will be thin and/or assertive in argument. Level 2 answers will cite points from the sources, e.g. on social and/or economic conditions in the ‘second’ ‘industrial’ England, focus on unemployment in Source B but no mention of it in Source A in description given by Priestley of ‘industrial England’, omission of mention of ‘Old England’ in Source B. Use of own knowledge may be very limited. At Level 3 focus will be on understanding of difference and agreement of interpretation in relation to conditions during the 1930s decade. Priestley in Source A had ‘three Englands’: the ‘Old’ (traditional and long established, with centuries old buildings such as cathedrals emphasised); the ‘industrial’ (derived from 19th Century industrial revolution); the ‘new post-war’ (of recent buildings, facilities and change largely since 1914 or 1918). On the other hand Source B says nothing about ‘Old England’, focuses on the ‘industrial’ and compares that with ‘the new’, mainly through the use of unemployment statistics, but also with comment emphasising much more starkly than Priestley the difference between the depressed areas and the more favoured in the midlands and the south-east. Own knowledge about the effects of the Depression (which changed during the decade) should be used to provide a wider context for variations in conditions, e.g. deprivation for families surviving on means-tested unemployment benefit or leisure activities in relatively prosperous areas, decline of old industrial towns or growth of new based on new

industries. Level 4 responses will employ selective relevant material from own knowledge to support the essential focus on content of the sources.

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

“Unemployment and extensive poverty remained throughout the 1930s because of the lack of action by governments.”

Assess the validity of this view. (20 marks)

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 argument which achieves balance in considering the relative significance of lack of government action in tackling unemployment and poverty as opposed to other factors such as the decline of the staple industries. Source A implies poverty within ‘industrial England’, but makes no direct reference to government action or other factors. Source B homes in on unemployment, links it with poverty, but also indicates that some towns and the south-east generally did not experience extensive unemployment and poverty. Source C, by citing a particular example, has central material on decline of a staple industry, and action by government (rather than lack of action in this case) which had increased the poverty of the unemployed. Own

knowledge should be used to assess the levels and areas of unemployment, made much worse by the Depression after 1929, because of the decline in the staple industries (textiles, coal, iron and steel, and ship building) due to lack of modernisation, competitiveness and the fall in exports. Governments did bring in measures including abandonment of the Gold Standard, protectionism, low interest rates, and the Special Areas Act of 1934. Measures overall were limited and those which were brought in had limited success in reducing unemployment and poverty directly. There was certainly nothing like the New Deal policies introduced by Roosevelt. Indeed unemployment payments were cut by the incoming National Government in 1931 and the introduction of the Means Test made poverty worse. (Source C gives a particular example, but was typical in that those affected could not maintain decent standards of clothing, food and housing, and fell into debt). In practice the Means Test did not totally disappear until 1937 because of the problems associated with implementation of the 1934 Unemployment Act. On the other hand governments encouraged the building boom of the second half of the 1930s, and rearmament also helped to reduce unemployment and thereby levels of poverty. Overall recovery in the decade in the end was probably more due to the growth of new industries (though these did not help the hardest hit areas particularly) and world economic recovery. As Sources A and B indicate, there were ‘Englands’ which did not suffer high unemployment and extensive poverty.

At Level 1 answers will use material from sources or own knowledge which will be thin and mostly descriptive. Level 2 responses will be fuller in terms of information, but lack range and depth and/or will be assertive in argument. Level 3 answers will contain material from both sources and own knowledge (though not necessarily equally), considering lack, or limitations, of government action, and also other factors. At Level 4 responses will cover all aspects of the question, have consistent analysis, make clear judgements about ‘lack of action by governments’, and consider others (e.g. ‘World Depression’). Level 5 answers will show conceptual awareness with sustained judgement based on a wide, selective range of evidence.

Section B

Questions 2-7 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 the 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

Answer 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 to almost 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 increased support for the Labour Party between 1918 and 1924 owed more to the problems of the Liberals than to its own appeal.”

How valid is this judgement?

(20 marks)

Target: AO1.1, AO1.2, AO2

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

A judgement needs to be formed as to whether Labour’s rise was due more to the decline of the Liberals (due to negative factors from their problems) than to its own appeal (positive factors). Any background material on the origins of the Labour Party from the late 19th Century to the First World War should be brief, although membership of Lloyd George’s wartime Coalition particularly by Henderson can be relevant, as indeed are MacDonald’s effective leadership qualities especially from 1922 rather than pre-War. As a moderate, he emphasised that the Party was reasonable and respectable (e.g. rejection of ‘Red Clydesiders’ extremism). However, Labour was tainted with being ‘red’ and ‘revolutionary’ by opponents, and this smear had some success when the Party was in government in 1924. The new constitution of 1918 not only emphasised socialist aims (e.g. nationalisation, full

employment, social security), but also gave greater unity. Financial as well as political support came from the trade unions, some of which had changed allegiance from the Liberal Party. In the period the ultimate success for Labour was the formation of a government, albeit a minority. It had a fair degree of success (e.g. Wheatley Housing Act, foreign policy) given the political composition of the Commons. Seats won in the post-war Elections were 63 in 1918, 142 in 1922, 191 in 1923 and 151 in 1924. For the Liberals most of those returned in 1918 supported the Coalition with Asquith's rump winning only 28. Liberals won 116 in 1922, 159 in 1923 and only 40 in 1924. Clearly the wartime Liberal split, continued through the Coalition period until 1922, was a major problem, but one from which Labour gained. Even after reuniting around free trade in 1923 tensions remained especially between Asquith and Lloyd George. A major error was to agree the formation of the Labour minority government, support it initially and then later bring it down. The Liberals were the main losers in the 1924 Election rather than Labour. Undoubtedly Liberal problems were a factor in assisting increased support for Labour. Also significant was the association of the Party with the Conservatives from 1916-22, which lost them much of the vote of the working classes, represented since 1918 in much higher numbers, to Labour with its more direct appeal, and clearer philosophy and policies.

Level 1 answers will be thin in factual detail and/or be assertive in argument. At Level 2 responses will have fuller information but be limited in range and argument. Level 3 answers will cover a range of appropriate factors relating to both the Labour Party's appeal and Liberal problems. At Level 4 responses will have overall clarity on the synoptic demands of the question showing a balanced judgement with a range of evidence on both Labour and the Liberals. Level 5 answers will sustain judgement linking fully the two elements (and possibly others such as Baldwin's and the Conservatives' relatively unpopular protectionist policy in the 1923 Election).

Question 3

How convincing is the claim that cinema contributed far more than any other medium to the impact of mass communications in Britain in the years 1918 to 1951?

(20 marks)

Target: AO1.1, AO1.2, AO2

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

Focus should be on assessing how important cinema was in the impact of mass communications over the period relative to changes in other media, which need to be identified and assessed. Both silent films and 'talkies' were essentially for entertainment but communicated with what became a mass audience by the 1930s with huge increases in the number of cinemas and sizes of the audience. By the later years of the decade three cinemas a week were opening in Britain. Appeal was particularly to younger adults. Many went to

the ‘pictures’ more than once a week and it was affordable by the unemployed as well as those in work. Audiences in the main, though not exclusively, were made up of the working and lower middle classes. For many it became their main social activity. Increasingly during the decade newsreels became an established part of the cinema experience and were developed during the Second World War by government for both issuing information (e.g. on air raid shelters and precautions) and for propaganda. The latter certainly continued into the period of the Cold War through the co-operation of companies such as Pathe News. The medium was visual and therefore probably had more impact than any other on a mass audience.

The other major developments in mass communications were in radio and newspapers. The former began to provide entertainment in the mid-1920s. Most homes possessed a wireless set by the Second World War, if not before. It was also used as a news medium. Baldwin was the first politician to use it effectively, perhaps particularly successfully during the General Strike. BBC radio was vitally important during the Second World War. Television broadcasts began in 1936, though few could afford the sets and, when BBC services began again after the War, ownership of sets was still small by 1951. There were already popular newspapers before 1918, notably the *Daily Mail*, but circulation of these as well as of the middle range (e.g. *News Chronicle*, *Daily Herald*) and top (e.g. *The Times*, *Manchester Guardian*) increased. By the 1940s there were few households which did not see a daily newspaper. Similarly local newspapers expanded their circulation throughout the period, although for all papers there were restrictions on newsprint, as well as censorship, during the Second World War. What is certain is that newspapers lost their previously predominant position as the most important news and political medium in the age of cinema and radio.

Level 1 answers will have only outline content and/or be assertive in argument. Level 2 answers will have fuller information but still be limited in range and argument. At Level 3 there will be clear information about some media with some clear appreciation of the impact of cinema relative to those of other media. Level 4 responses will be clear and balanced in assessing the relative contributions of different media, and notably cinema, to the impact of mass communications across the period. Level 5 answers will have sustained judgement in analysing the relative impact of the different media.

Question 4

“No other inter-war British politician possessed the skill and appeal of Stanley Baldwin.” How far does this claim explain Conservative political dominance in the years 1924 to 1937? (20 marks)

Target: AO1.1, AO1.2, AO2

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

It is possible to challenge the claim in the quotation, MacDonald perhaps being the only other rival, but the case is probably not strong and in any case focus should be on assessing Baldwin's skills and appeal against other factors accounting for Conservative domination. During the period the Conservatives (or National Governments) won three of the four Elections. Baldwin was Tory leader throughout the period, twice Prime Minister and in practice in control from 1931-35 while MacDonald was premier in the National Government. He was effective, skilful and moderate, a competent speaker, used the new radio successfully and attracted a wide range of support across social classes. Main examples of his political skills, as well as effective leadership, include exploitation of the 'Red Scare' in 1924, the handling of the General Strike, the formation of the 1931 National Government and the Abdication Crisis. On the other hand Baldwin lost the 1929 Election, partly because his 'Safety First' slogan had limited appeal. Foreign policy from 1935 to 1937 had its critics including Churchill, though public opinion appeared to side with the government generally except over the Hoare-Laval Pact on Abyssinia. Conservative organisation and certainly funds were superior to those of the other Parties. As an 'Establishment Party' from 1924-37 the Conservatives benefited from a divided Opposition between Liberals and Labour, each of which suffered from its own serious divisions with defections and expulsions, especially in 1931. Moreover the Liberals had never really recovered from the Asquith/Lloyd George split with the 1924 and 1929 Election results being devastating. The Labour Party minority governments of 1924 and 1929-31 demonstrated that it had replaced the Liberals as the likely alternative governing Party to the Conservatives, but, unlike the Conservatives, was unable to gain an overall parliamentary majority. Baldwin's Conservative governments of 1924-29, and the Conservative dominated National Governments after 1931 faced a weakened Labour Party (especially until 1935) and had widespread support for its perceived financial and economic policies, even though economic recovery was slow and excluded some parts of the country. Churchill's disaffection over policies on India, armaments and the Abdication did little to dampen support for Baldwin and the Conservatives. Overall Conservative leadership, unity, suppression of unionised labour in 1926-27 and exploitation of political Labour in 1931 were important ingredients of Tory domination over divided, and, for much of the period, weakened opposition.

Level 1 answers will be thin in factual material and/or assertive in argument. At Level 2 responses will have fuller evidence, but be limited in range and assertive. Level 3 answers will cover a range of factors explaining Conservative domination including some assessment of Baldwin's contribution. Level 4 responses will have overall clarity on the synoptic demands to bring together the main reasons for Conservative domination. At Level 5 answers will have sustained judgement about the main factors explaining Conservative domination with a developed assessment of both Baldwin's skills and appeal.

Question 5

“Neville Chamberlain’s appeasement policies were a reasonable response to the challenges posed by Germany.”

How valid is this judgement? (20 marks)

Target: AO1.1, AO1.2, AO2

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

Responses should focus on the debate about the appeasement policies of Chamberlain. There can be introduction on reaction to Hitler’s foreign policy/intention and British (appeasement) policies before Chamberlain became Prime Minister in May 1937, but this should be brief. The main material should focus on whether the policies were a reasonable response in the circumstances, and can include failure to react to the annexation of Austria, non-intervention in the Spanish Civil War, but in particular the Sudeten crisis. The prevailing view in public opinion was that war should be avoided if at all possible. Though Chamberlain described Czechoslovakia as ‘a far away country of which we know nothing’, he was prepared to go to war if there were blatant aggression by Hitler and stepped up rearmament after Munich. However, in the end he did concede the Sudetenland to Hitler by agreement what he was not prepared to see taken by force. Chamberlain had involved himself in the crisis in a very personal way and seemed to believe genuinely that he had achieved ‘peace in our time’. He was regarded as a hero by most of the British public for pursuing an appeasement policy which had been successful in avoiding war. The ‘honest businessman’ had been prepared to accept Hitler’s word, a reasonable (and rational) response. With hindsight it is clear Hitler saw the Munich agreement as complete weakness by Chamberlain (and Daladier). Chamberlain’s appeasement seemed to encourage Hitler to pursue his expansionist policies with the invasion of the remainder of Czechoslovakia and Memel. His policies then appeared far less reasonable – and indeed ineffective. The fact that Chamberlain stepped up rearmament further from the spring of 1939 did not seem to make Hitler take seriously British (rather impracticable) guarantees to Roumania, Greece and particularly Poland, so that the eventual British declaration of war on 3 September took Hitler by surprise after the years of British failure to act against him. There is debate as to whether Hitler had a ‘blueprint’ for gaining Lebensraum at the expense of his Slav neighbours, or whether much, or some, of his aggression was opportunistic and encouraged by apparent British (and French) political weakness. Certainly the Hossbach meeting in November 1937 envisaged war (in the east) not before 1941. The historiographical debate is essentially about whether the appeasement policies were reasonable at the time, though clearly they had failed and effectively been abandoned by the spring of 1939 (although Chamberlain still gave Hitler an opportunity at the beginning of September 1939 to draw back).

Level 1 answers will contain only outline information and/or be assertive in argument. Level 2 responses will be fuller in factual evidence, but be limited in range and argument. Level 3 answers will contain clear information about Chamberlain's policies and understanding of their interaction with the challenges from Germany. At Level 4 there will be clarity in assessing the reasonableness of Chamberlain's policies. Level 5 answers will demonstrate sustained judgement throughout and reach a balanced conclusion on the historiographical as well as the historical debate.

Question 6

“The establishment of a welfare state by the Labour governments of 1945 to 1951 was an outstanding achievement, especially in view of the difficulties that resulted from the Second World War.”

How valid is this judgement?

(20 marks)

Target: AO1.1, AO1.2, AO2

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

Focus should be on the achievement, though there can be challenge to the description as ‘outstanding’ even in the context of economic and social dislocation arising from the War. Considering the dislocation, the achievement, even with its problems, was extensive and some say ‘remarkable’, given the task of recovering from the devastation and social changes of the War period. The foundations of the welfare state had been laid previously and particularly by Liberal legislation before 1915. Labour had always had a belief in the responsibility of society for those in need, especially children, the sick, unemployed and elderly, well before the Beveridge Report, which was used by Attlee's government as its blueprint. The National Insurance Act of 1946 aimed to insure virtually everyone to cover unemployment, illness and old age. The principles were also applied in the Industrial Injuries Act and National Assistance Act. The latter covered the desperately poor who were outside other provisions. The centrepiece of the welfare state was the National Health Service, despite the problems of establishment and ‘overuse’ by some. Its problems of financing, leading to the resignations of Bevan and Wilson, in part indicated the difficulties of adequate funding in the economic and social environment following the end of the War. It was argued that Gaitskell's introduction of prescription charges undermined a core principle of a welfare state that medicines and medical aids should be freely available to those who needed them. Nevertheless the welfare state and especially the NHS rapidly improved the lives of many. Health treatment was available to all. The free distribution of vitamins to children during the War continued. Tuberculosis, diphtheria and typhoid were controlled with programmes of immunisation introduced. The provision of new council housing and the new towns can be said to have been part of the overall welfare provision. Economic and social difficulties were extensive following the end of the War, the legacy of which included the consequences of aerial bombardment especially of the cities, evacuation of children and schools, rationing and

the role of women (with conscription, paid and voluntary work). In tackling the needs to be addressed by the welfare state, the governments faced not only physical reconstruction, but enormous financial and economic problems particularly with the burden of national debt. The initial loan from the USA was spent by 1947, coinciding with the bad winter. Government finances and the economy were effectively rescued by Marshall Aid and also by the austerity policies of Cripps which involved continued high taxation rates and rationing.

Level 1 answers will have thin content and/or be assertive in argument. At Level 2 responses will have greater factual material, although evaluation will be limited. Level 3 answers will cover the major elements of establishing a welfare state in the context of economic and social difficulties, although evaluation will be implicit or partial. At Level 4 responses will have coherent explanation with a balanced conclusion on the extent of the achievement, given the dislocation. Level 5 answers will provide sustained judgement and linkages, consider whether the achievement was ‘outstanding’ and justify a balanced conclusion.

Question 7

To what extent does Britain’s changed position at the end of the Second World War, rather than other factors, explain the granting of independence to India in 1947?

(20 marks)

Target: AO1.1, AO1.2, AO2

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

Focus should be on a synopsis balancing the post-war standing of Britain as a world and imperial power with other factors such as the views and policy of the government. The full extent of Britain’s changed position in the world and as an imperial power was not fully appreciated by many at the time, especially as Britain had been on the victorious side in the War with Germany and Japan. It was her two main allies which had emerged as the ‘superpowers’. Economic problems and financial difficulties forced the withdrawal of British military help to the Greek and Turkish governments in 1947. Those factors might have forced a similar withdrawal from India (and Palestine) if the Labour government had not in any case already decided to withdraw. It had been Labour policy since MacDonald’s 1929 government to work towards dominion status for India. In 1942 the Coalition government, despite Churchill’s premiership and record on the issue of independence, made an offer of independence after the War, an offer partly made out of political and military considerations given the state of the War in Asia at the time. Labour politicians had developed good relations with Gandhi, and Attlee and Bevin believed the empire was as much a liability as a help in times of danger. By 1945 the real problem for the Labour government was not whether to grant independence, but how to avoid bloodshed between Congress and the Moslem League, Hindus and Moslems. The original timetable of British withdrawal by June

1948 had to be brought forward after Mountbatten's arrival (as last Viceroy) and assessment, including the decision made with Attlee that partition was required. The new India and Pakistan were born in bloodshed. It was a major decision taken by the Labour government, given Britain's pride in having India for so long as 'the jewel in the crown' of the empire. Conscious decisions were also made to give independence to neighbouring Ceylon and Burma. British withdrawal from India was a commitment and policy fulfilled by the Labour government. It was the most significant retreat of British power overseas to that date in the 20th Century, but took place in the context of Britain's less powerful political, military and economic positions in the world following the Second World War.

Level 1 answers will be thin in factual content and/or have generalised assertions. Level 2 responses will have fuller material, but still be limited in extent of argument. At Level 3 answers will have clear understanding of both Britain's position in the world after 1945 and of other factors such as the government's attitudes. Level 4 responses will be clear and balanced in reaching an overall assessment involving the key factors. Level 5 responses will display sustained judgement in a synopsis of the factors, which may include the strength of Indian Nationalism (and Moslem demands), together with a balanced conclusion.