



General Certificate in Education

AS History 5041

Alternative R Unit 2

Mark Scheme

2008 examination – June series

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

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

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

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

COPYRIGHT

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

Set and published by the Assessment and Qualifications Alliance.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

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

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

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

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

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

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

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

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

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

Exemplification/Guidance

Answers at this level will

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

Level 2:***Either***

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

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

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

Or responses will have the following characteristics: they will

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

Level 3:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 4:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 5:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

C: DECIDING ON MARKS WITHIN A LEVEL

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

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

So, is the response:

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

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

June 2008

Alternative R: Britain, 1895–1951

AS Unit 2: Britain, 1895–1918

Question 1

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

Explain briefly, what is meant by ‘electoral arrangements’ (lines 5 and 6) between Liberals and Labour in the context of British politics in 1903. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. an electoral pact between the two parties, or agreement to stand down in certain constituencies, or an anti-Unionist/Conservative ‘alliance’. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. a mutually beneficial pact (given the evidence of local and by-election results) made by MacDonald and Herbert Gladstone to improve the prospects of both parties after a long period of the Liberals being out of office and the new LRC looking for substantial gains. Both parties supported free trade whilst Chamberlain was splitting the Unionists over tariff reform. The arrangement by which each party would not field a candidate in some selected appropriate constituencies was eventually highly successful in the 1906 General Election (though there were of course other reasons for success and particularly the Liberal landslide). **2-3**

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

Explain how useful **Source C** is as evidence of Labour’s political influence by 1910. (7 marks)

Target: AO1.2, AO2

- L1: Basic statement identifying utility/reliability of the source based on the content, e.g. Labour propaganda about the legislation it had supported in Parliament, or brief explanation of one or more of the issues mentioned (school meals, sweated industries, pensions). **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. reference to content of the source about direct labour representation leading to success on the social and economic issues specifically mentioned, linked with own knowledge about those (and possibly other) welfare/social measures since 1906 and possible reference to the provenance of the source as a Labour Party election leaflet. It claims success for the measures which in fact derived from the Liberal government with its huge majority since 1906. Labour support was useful and Labour undoubtedly had some influence, but its votes were not actually needed to get the measures through the Commons. There may be reference to support for other Liberal government measures by Labour not mentioned in the source, e.g. for the Trades Disputes Act, therefore showing a limitation of utility. **3-5**

-
- L3: Developed evaluation of the source, with reference to the source and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. though Labour had supported the legislation on school meals, the minimum wages in the sweated industries and pensions together with (to varying degrees) most of the other Liberal welfare/social measures not mentioned in the source, such as medical inspections of children, 'Children's Charter', Labour Exchanges, limitations on working hours and particularly reversal of the Taff Vale judgement, all of the reforms had been passed because of, and in most cases the measures had been introduced by the Liberal government with its huge majority. Labour played very much a supporting role with MacDonald generally enjoying good relations with the government. **6-7**

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

'The Liberal governments in the years 1905 to 1914 retained their effectiveness despite the challenge from the Conservative and Labour Parties.'

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 *either* on own knowledge *or* sources. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on 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**

Indicative content

The sources deal in the main with the Liberal and Labour Parties. Own knowledge should also be used in relation to those Parties and the Liberal governments, but particularly used in the case of the Conservatives. Effectiveness can be interpreted in a broad context to include political/constitutional as well as social/welfare changes.

Source A looks at the growing political importance of the LRC to 1906. Despite having such a small number of MPs, by-election results showed increasing support for the Party. This source focuses not only on the LRC's enthusiasm for 'electoral arrangements' with the Liberals, but also notes the electoral interest of the Liberals and the importance of the Lib-Lab pact to them from 1903 to the 1906 Election. Own knowledge can be used to indicate how Herbert Gladstone and the Labour leadership saw an electoral pact affecting about 50 constituencies to be to the mutual advantage and effectiveness of both parties. The pact clearly paid dividends in the 1906 Election for both.

Source B describes the Liberal Party's acceptance and accommodation of the LRC/Labour Party, which, it argues, could have been ended by the Liberals by c1910, but Asquith acted fairly towards Labour. It then points out that Lloyd George never saw the value of Lib-Lab co-operation even contemplating a coalition with the Tories (before 1914). Own knowledge can be used to expand on the approaches of both men. As a result of co-operation, the Liberal government received largely non-critical support from Labour for its measures in the 1906 Parliament. Despite Lloyd George's radicalism and policies, including his often bitter opposition to the Tories from 1900–1914, he did not see the advantages to his party of continued and close co-operation with the small Labour Party. The Irish Nationalists were more important in terms of parliamentary majority for the Liberal governments after the 1910 Elections. On the other hand, Lloyd George was well aware of the electoral threat to the Liberals from Labour's reforming welfare policies and appeal to the working classes. The welfare reforms of the Liberal governments were in part a response to the challenge from Labour. Before the War, it is difficult to see Lloyd George seriously contemplating co-operation with the Tories. That came later in the formation of the Coalition governments and especially that of 1916 given the then political necessities of the War.

Source C is a Labour election leaflet used in the January 1910 General Election. It attacks both Conservative and Liberal governments for their past handling of social and economic issues as a reason for the direct representation of workers in Parliament. It claims credit for three areas of recent reforms. Own knowledge can be used to point out that the reforms cited, like most of the other reforming legislation of the period, came from initiatives of the Liberal government which did not have to rely on any other party to get its legislation through the Commons until 1910. Even the later payment of MPs and reversal of the Osborne Judgement, though lobbied hard for by Labour, could only be passed with the Liberal government's promotion.

Own knowledge can also be used to point out, that notwithstanding the Liberal landslide in 1906, ultimately Labour gained relatively more. With only 2 MPs in 1900, 29 were elected in 1906, 24 of those where there was no Liberal opposition. Part of the 1903 pact (which was originally secret) was that Labour would support a Liberal government which was the case from 1906–1910. Although the pact again operated in the 1910 Elections, it was not greatly extended to other constituencies, but Labour increased its MPs to 40 in January 1910. Although it then became more critical of the Liberal government, it was the Irish Nationalists rather than Labour, which held the balance of power. Other crucial issues took the attention of the Liberal governments from 1909–1910. Some of these involved bitter and strongly fought challenges from the Conservatives. The opposition of the Lords to several Liberal measures and the rejection of others led ultimately to the 'People's Budget' and the constitutional crisis of 1909–1911, which, though removing effectively the Liberals' majority over the Conservatives in the 1910 Elections, saw victory for the government in acceptance of the Budget by the Lords and through the Parliament Act. Moreover, though the Conservatives gave total support, including possible unconstitutional threats, to the Ulster Unionists through the Home Rule 'crisis' of 1912–1914, the Liberal government ultimately passed its Home Rule Bill, even though implementation had to be postponed because of the outbreak of European war.

Level 1 answers will be thin in content and/or assertive in argument. Level 2 responses will have some limited understanding of the co-operation and/or rivalry of the Liberals and Labour and challenges over issues from the Conservatives. At Level 3, answers will utilise both sources and own knowledge to consider how the Liberals responded to the different challenges of Labour and the Conservatives. Level 4 responses will have a solid range of evidence of how the Liberals reacted, and particularly how effectively, over the period, to challenge from the other two parties, reaching a clear conclusion about Liberal governments' effectiveness. At Level 5, answers will have full integration of material from the sources with own knowledge to support a balanced argument and critical assessment about the Liberals' effectiveness.

Question 2

- (a) Comment on 'unfriendly powers' in the context of the Boer War of 1899 to 1902.

(3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. criticism of Britain's role in the War by other European powers, or Germany in particular. **1**

- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. overwhelming condemnation from the other powers given imperial rivalry and exploitation of Britain's difficulties in fighting against a relatively 'small' unconventional enemy in a distant, though important part, of the empire in a war which lasted far longer than anticipated and without allies/friends amongst the other powers. There may be reference to attempts to form 'coalitions' against Britain and/or realisation by Britain that 'splendid isolation' was not necessarily the most appropriate policy for the future. **2-3**

- (b) Explain why Britain sought closer ties with other powers in the years 1902 to 1904.

(7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. 'splendid isolation' no longer appropriate, or realisation that relations with some rivals over colonial issues had to improve, or pressure from a potential foe in Germany. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the reasons for closer ties with both Japan and France. Poor relations with other powers during the Boer War revealed the difficulties for Britain of defending its vast world imperial interests whilst remaining in 'splendid isolation'. These became apparent to many including Lansdowne as Foreign Secretary under Balfour. The 1902 alliance with Japan was made to help protection of Britain's Far East interests from Russia. Lansdowne and Delcasse realised that relations between their two countries over colonial issues in particular needed to improve. Edward VII's visit to Paris was important in smoothing the way for the *Entente Cordiale*. Growing concern over Germany's naval activity and the European alliances were also reasons for Britain's changing view of relations with the 'old enemy', France. **3-5**

- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. as at Level 2 but also understanding in depth why relations changed with both Japan and France, but perhaps particularly with the latter from hostility to friendly relations by the time of the entente. There may be appreciation of the importance of settling the long-standing colonial disputes and ending enmity over Egypt in particular, and also explanation of Britain's abandonment of 'splendid isolation' in view of the perceived colonial, naval, political or economic threats from Germany, which produced a potential common enemy for both countries. **6-7**

- (c) Was the threat to the British Empire the most important factor in explaining Britain's deteriorating relations with Germany in the years 1905 to 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 appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The perceived threat to the British Empire coming from Germany was an important issue in the generally deteriorating relationship with that country during this period. Protection of her empire against all other rival powers was a key priority in British foreign and imperial policies. For example the entente with Russia in 1907 was essentially made possible only after that country's defeat by Japan. Colonial rivalry with Germany in the period was evident in the Far East and in southern and eastern Africa. Protecting Morocco by supporting France in the Algeiras and Agadir crises was also in defence of the threat of Germany to the Empire as well as to Britain herself. The Berlin-Baghdad Railway and Drang nach Osten were seen as threatening British imperial interests in the Middle East. However, also of great importance in explaining deteriorating relations with Germany was a wide range of other factors which need to be 'weighed' against the importance of the threat to the empire. These included the development of the Triple Alliance (on occasion fanned by the provocative speeches and policies of William II and his governments), commercial rivalry, and especially the naval race, which needs clear consideration. There were periods of better relations, e.g. during the Balkan Wars and even in the earlier part of 1914 before the July Crisis and declarations of war.

Level 1 responses will contain minimal factual information and/or be assertive in argument. At Level 2, answers will have fuller descriptive information, but remain limited in range of factors beyond consideration of just the importance of the threat to the Empire from colonial rivalry, and attempt some evaluation. Level 3 responses will have clear understanding of a range of factors beyond consideration of just the importance of the threat to the Empire from colonial rivalry, and

attempt some evaluation. Level 4 answers will contain a wide range of evidence and clearly weigh the importance of the threat to the empire with its connection to the 'naval race' against the significance of other factors in relations with Germany. At Level 5, responses will have coherent, sustained overall judgement based on accurate, if selective, evidence over a range of factors.

Question 3

- (a) Comment on 'suffragists' in the context of the movement for votes for women. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. supporters of/campaigners for votes for women, or suffragettes and/or their movement. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. suffragists in this sense referred to both 'peaceful' suffragists (led before the war by Millicent Fawcett) and the more militant suffragettes/WSPU (led before the war by Emmeline Pankhurst) and in the sense used in the source, the term also included male supporters. However, answers may be limited to a strict interpretation of 'the suffragists'. There may be some reference to the debate about the main reason(s) for women receiving the parliamentary franchise in 1918. **2-3**

- (b) Explain why the First World War led to new opportunities for women in the workplace. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the need for a new work force providing new opportunities across a wide spectrum of employment types to replace initially male volunteers for the forces then needed in greater numbers and in an even wider range of jobs with the introduction of conscription from the first part of 1916. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the opportunities for work for women during the war was much wider than just that of the thousands needed to produce munitions for the war effort, given the absence of so many men. Working class women were employed in virtually all areas of manufacturing and also in collieries in considerable numbers. Their numbers in domestic service declined drastically, given the greater necessity for war production needs of, for example, uniforms and boots as well as the obvious munitions and weapons. Wages were considerably higher in the factories and jobs were plentiful. Welfare and social measures were introduced especially for munitions workers. Numbers of middle class women expanded in professions such as medicine and teaching with many female teachers entering boys only secondary schools for the first time. Clerical and secretarial work had largely been staffed by males pre-war, but by the end they had been replaced by a largely female work force. Few occupations remained free from female entrants with many in the police and working in transport. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. a holistic response about a range of reasons based on the requirements of fighting the first total war. Realisation of the effort required on the home front was not immediate but developed not only with

the demand for men to join the forces culminating in the introduction of full conscription, but also with necessity, for example making 'dilution' necessary so that a largely, at least initially, untrained female work force could perform manufacturing tasks previously done by skilled or semi-skilled male workers. Many women and especially younger women welcomed the opportunity not only to serve the national interest, but also to gain greater freedom, independence and money in the wide range of jobs, which became available. (A minority of women, mainly connected with Labour opposed the war and women's part in it unless they were adequately protected and paid.) Some responses may indicate the new opportunities for leadership and responsibility given to some (both middle and working class) women. **6-7**

- (c) Explain the importance of women's wartime work, in relation to other factors, in explaining why women gained the vote in parliamentary elections. **(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 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

With regard to the source suffragists and suffragettes, in the main, supported women's war work for patriotic reasons and not just because it might help 'the cause'. Indeed Mrs Pankhurst led the suffragettes to suspend their campaign for the franchise for the duration and urged women to support the war effort and do whatever jobs and tasks were necessary. Reference to the Suffragette Movement is clearly relevant, but there should not be lengthy descriptions/narratives about it. There were undoubtedly important positive economic and social changes, as well as gaining of the parliamentary vote, for large numbers of women especially in the working and middle classes during the War. Some women were in close contact with the military in joining for example the Women's Auxiliary Army Corps (WAACS), or in military nursing. Some work, for example, production of munitions, was directly related to the physical winning of the War whereas other employment was essentially replacing absent men as in, for example, the

professions or transport. Employment brought new opportunities for many. Social changes were connected to the economic. More money of their own gave women greater independence and confidence. Competence in many roles was demonstrated. There was clearly some link between the economic, financial and social advances and gaining the vote in 1918. Total War had made women's work essential for the survival of the country and eventual victory. Though women were expected to give up their jobs for the demobilised men at the end of the War, not all did so, but the fundamental change in the position of women was permanent. Attitudes had changed significantly. Long before the Representation of the People Act in February 1918, the pre-war opposition to the female suffrage had waned to a great extent. Many Conservatives abandoned their opposition and Liberals like Asquith acquiesced. Most of the press became supportive of the change. The relative importance of the suffragette movement, which did not succeed in its aim, before 1914, and women's war work as factors leading to enfranchisement are still subject to debate. The female vote was part of a general widening of the electorate including men as well as women. Mainly to prevent new female voters constituting a majority, women received the vote only at 30 (which meant many of the munitions workers were not enfranchised). Nevertheless, the franchise was recognition that the War could not have been won without women's war work.

Level 1 answers will be thin in content and/assertive in argument. Level 2 responses will show some understanding of the relevant factors with an attempt to assess the importance of women's war time work. Level 3 responses will have clear understanding of a range of factors beyond clear consideration of just the importance of wartime work and attempt some evaluation. Level 4 responses will have a solid range of evidence assessing the main factors involved in the gaining of the vote. Level 5 answers will contain coherent, overall judgement based on a wide range of knowledge of the importance of wartime work weighed against the impact of other factors.