



General Certificate in Education

A2 History 6041

Alternative S Unit 5

Mark Scheme

2007 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.

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CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's 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 specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 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 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.

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 A LEVEL (A2) DESCRIPTORS

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

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

Level 1:***Either***

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristic: they

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

Assertive responses: at this level, such responses will:

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

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

Level 2:***Either***

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

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

Analytical responses will have the following characteristics:

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

Level 3:

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

Exemplification/guidance

Level 3 responses will be characterised by the following:

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

Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

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

Level 5:

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

Exemplification/guidance

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

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

C: **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.

June 2007

Alternative S: British Economic and Social History, c1750–1914

A2 Unit 5: Maturity, Change and Crisis in the British Economy and Society, c1830–1914

Question 1

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

To what extent do these two sources agree in their view of the effects of a National Insurance scheme?
(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

Source A is from Lloyd George's speech urging support for his National Insurance scheme. He appeals to the virtues of the workers and how they will benefit from the security his contributory scheme offers. He also offers some hope of stability to employers, who also have to contribute to the scheme. Source B is an excerpt from the diary of Beatrice Webb, a Fabian Socialist who, whilst welcoming government action, is suspicious of the Liberal motives and of the involvement of big Insurance Companies in the scheme. She is particularly concerned about possible waste of money. Both sources argue that the scheme is important for social welfare; however, the tone of Source A is one of justification against opponents, whereas the tone of Source B disagrees in that the Liberals ought to consider more the possible defects, particularly the issue of fraud on a wide scale. Candidates can argue that the scale of the scheme was limited – it did not apply to women, servants and certain unskilled workers, for instance, which was a concession to employers and, therefore, was not what Labour had advocated.

At Level 1, candidates are likely to offer generalisations about the aims of National Insurance. At Level 2, this will be supported by detailed reference to the sources and comment on the aims of social reform. At Level 3 candidates will show some understanding of the differences between the aims of the Liberals and Labour and the limitations of the scheme. Level 4 candidates will offer judgements on the aims of social welfare and how effective the scheme and other linked reforms were. Better answers will consider the economic contrasts in society and the differences between 'New Liberalism' and Labour and come to a clear judgement.

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

'The social reforms of the Liberals in the years 1906 to 1914 were motivated more by a fear of Labour than by a desire to improve the lives of the working class.'

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

Source A is from Lloyd George, who was not only a leading supporter of 'New Liberalism', with its doctrine of helping the poorer members of society, but also Chancellor of the Exchequer in Asquith's government and, therefore, in a powerful position to assist social welfare. He argues that the scheme of National Insurance will give some stability to workers, if they are sick and that they will value it more, since they are contributing to it. He believes that employers will support the scheme as it will give more efficiency to the workforce. From own knowledge, candidates should be able to explain that the scheme met with resistance from both employers and workers and that many industries were not covered by the scheme. Source B is from the writings of Beatrice Webb, a middle-class intellectual Socialist and Fabian, who believed in the inevitable change to a fairer society. She agrees that the Liberal government has given some help to the workers by its National Insurance scheme, but suspects it was done principally to prevent working class voters from supporting Labour. She attacks the waste which will be incurred by government administration and the involvement of big Insurance firms in the scheme. She also warns of the danger of fraud in any system of benefits. Source C comes from a modern review of the period. It highlights the struggle between 'New Liberalism' and the

rising Labour Party, which was threatening traditional Liberal support among the working class. Two alternative views are propounded, firstly that the success of Labour was inevitable or, secondly, that it was only the First World War which prevented further social reforms by the Liberals, which would have kept support. The author is inclined to the view that the triumph of Labour was inevitable, given a full extension of the franchise. Candidates will be able to demonstrate from own knowledge how effective the social reforms of the Liberals were and should be aware of the influences of the work of Booth and Rowntree. Better answers will look at the social picture of the period and levels of poverty and unemployment. The rise of Labour and its political threat will be contrasted with 'New Liberalism' and question how effective each one was. Candidates might point out that after the elections of 1910, the Liberals were more dependent on the support of Labour than before.

Level 1 answers will be general in style. At Level 2 candidates will have more detailed information selected from own knowledge and the sources but in many cases this will be descriptive and lack weight and/or balance. At Level 3 there will be an attempt to consider the sources and to use own knowledge which will be secure. Level 4 candidates will evaluate the campaigns for social reform and the differing approaches of Liberals and Labour to the issues, leading to a balanced analysis. At Level 5 the judgement will be explicit, well-supported, confident and explore different factors, with evidence of well-developed thinking.

Section B

Questions 2-7 are synoptic in nature and the rewarding of candidates' responses 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

How far, by 1870, had the Poor Law Amendment Act of 1834 achieved its political and social aims? (20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

The 1834 Poor Law Amendment Act was passed to deal with the rising costs of the Poor Law. Since 1795, the poor had been supported in times of hardship by the outdoor relief system known as Speenhamland. Intended as a temporary relief, it had become permanent, with rising costs for the Poor Rate, paid in most instances by the middle class, who had been given a vote by the Whigs in 1832 and whose support they wanted to retain. This gave the Act an immediate political objective. The system also economically undermined the poor, who were not encouraged to be independent, as their wages were made up by this relief. Employers were encouraged to pay low wages, knowing that they would be subsidised from the Poor Rate. When times were bad, as they were in the 1830s and 1840s, the poor caused unrest, such as the Swing Riots and Chartism. The interests of social order, therefore, required the control of the workhouse system. Candidates are also likely to quote the philosophical beliefs of men like Chadwick, seeking a cheap system to keep the poor in work and to deter them from seeking relief. There was also the widespread belief that only the 'deserving' poor should be helped and that others needed to be occupied in work, so that they did not pose a social threat. The creation of parish Unions was aimed to keep costs down, regardless of the fact that many parishes could not afford the new workhouses required by the Act. Poor Rates were greatly reduced after 1834, which was political. The workhouse did deter the poor through its test of lesser eligibility, but the Act failed to cope with large numbers of urban unemployed, especially in the years 1837–1842, when outdoor relief had often to be re-instated. There was resistance to the workhouses in the north and working class resentment grew against the Whigs, creating the spectre of social disorder, but there was little real political challenge. Scandals such as Andover led to closer central control. It was the economic revival after 1850 which emptied the workhouses, leaving them mostly to the elderly and infirm, who were not a political or social threat.

Level 1 answers are likely to lack specific information and be general in approach. There will be more detailed answers at Level 2, distinguishing between political and social factors. Level 3 will identify the two main issues in the question and attempt to define how successful the Act was in dealing with them. Level 4 answers will judge the two elements of the question and come to a conclusion, weighing up the interplay between political and social factors. There will also be some consideration of the effects of the PLAA in different parts of the country. Level 5 answers will debate in detail the two factors and evaluate the policy and its consequences.

Question 3

To what extent was the 'Great Depression' in industry caused more by the complacency of British manufacturers rather than by foreign competition in the years 1873 to 1896?
(20 marks)

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

Marks as follows:

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

Indicative content

The period between 1873 and 1896 is often known as the 'Great Depression'. This conveys a sense of poorer economic times, with rising unemployment, compared to the previous prosperity and expansion of trade. This period was when British industry lost its advantages from the advances made in the Industrial Revolution. Candidates may quote the differing performances of such industries as cotton, iron, steel and coal. British industrial production was often stagnant, compared to previous periods. The demand for British goods abroad had lessened, due to the rise of production in countries like Germany and the United States. In seeking causes, candidates should discuss the accusations of 'complacency' in newspapers, drawing attention to the lack of innovation, compared to earlier times. For instance, development in the chemical industry was slow. There was a tendency to rely on methods which were already out of date. But, the expression 'Great Depression' itself can be disputed, as Britain had a long lead and many industries, such as cotton and shipbuilding continued to dominate markets. There was more cyclical unemployment in these years and industrial relations were often difficult, with the rise of 'New Unionism'. The importance of 'foreign competition' should be contrasted, with its increase in this period. Italy and Germany were both united after 1870 and became strong competitors. The USA had recovered from its civil war in the 1860s and was opening up the west, using railways. American and German industries were protected from British goods, whilst Britain remained a Free Trade economy, which damaged some of its industries. Yet, both these competitors were starting from a low base, thus, their growth had to be strong. The growing British Empire represented cheap markets for British goods and Britain controlled most of the world's shipping. Better answers may query the extent of this 'Depression', and its causes, by using examples of industries and should judge how far this was a mix of both factors.

Level 1 answers will be descriptive, with only a general comparison. Level 2 answers will compare conditions in Britain and the factors which enable foreign competitors to succeed. At Level 3, answers will make a limited conclusion as to the validity of the statement, drawing on evidence from the period. At Level 4 answers will draw together evidence for the state of trade both at home and abroad and make a limited judgement on the lines of the question. At Level 5, evidence and analysis will be secure in order to reach a firm judgement.

Question 4

'Developments in farming were due more to a response to changing economic circumstances than to a desire to improve farming techniques.'

How far do you agree with this view of agriculture in the years 1873 to 1914? (20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

In the years 1850 to 1875, British farming had generally prospered. Enclosure was complete and land holding had become more compact, making for efficient farming. Farmers were experimenting to produce better livestock and better yielding crops. There was a slow, but steady, move towards the use of machinery and better drainage. Despite the predictions of disaster, the Repeal of the Corn Laws in 1846 led to better profits for farmers, who were able to feed the growing towns more easily and to export corn. There was also little threat from foreign competition, as the American west had not yet opened up, and the Imperial markets were growing. Many spoke of a 'golden age' of farming. The situation changed after 1875, when disastrous harvests meant increased imports of grain and unemployment for labourers. Cheap corn and meat from abroad forced prices down as the American west developed and refrigerated ships brought fresh products many miles. British Free Trade policy assisted the sales of foreign produce. The 'Depression' meant a decrease in arable farming, with many crop fields abandoned to pasture. Many farmers changed to dairy herds, as these were more easily managed and required less labour. There was also a great demand for dairy products from the cities, which could be cheaply supplied by the completed railway system. New techniques improved milk production and there was also a growth in market gardening to supply the cities. Machines were introduced in order to cut labour costs. Not all farmers lost out to the 'Depression' and there was a general recovery by 1914.

Level 1 will consist of simple statements, backed by brief evidence. At Level 2, this will be developed and there will be a limited consideration of both arguments. Level 3 answers will consider the evidence for farming improvement and start to analyse the reasons for it. Level 4 answers will weigh the evidence for both views and come to a limited judgement on it. At Level 5 the judgement will be secure and based on detailed evidence and analysis.

Question 5

‘Organisations which, despite their numbers, achieved little for either their members, or the working class as a whole.’

How far do you agree with this view of the development of Trade Unions in the years 1850 to 1914? (20 marks)

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

This question requires candidates to consider the impact made by both ‘New Model’ and ‘New’ Trade Unions in the years before 1914. Distinctions existed between the ‘aristocracy of labour’ and the mass of unskilled workers. The ‘New Model’ Unions were seen as more like Friendly Societies than Trade Unions. Strikes were rare and agreement with employers was common, but this was in the favourable conditions of the ‘Mid-Victorian Boom’. These Unions formed the TUC in 1868, but the ‘Sheffield Outrages’ of 1867 led many to call for Unions to be made illegal. The failed attempt to sue for return of funds in the case of *Hornby v Close* showed Unions how little legal protection they really had. When they gained legal recognition, this was restricted by criminal liabilities. Even when these were amended, the Unions were reluctant to engage in militant action. So, their achievement was very limited. Economic downturn led to ‘New Unionism’, with the Match Girls’ Strike and the London Dock Strike of 1889 heralding the start of mass membership. Candidates should consider how effective this was. Employers still laid off workers and cut wages without restraint in the 1890s. Many argue that the tactics of ‘New’ Unionism had lost their impact by 1900, when several strikes had been defeated by employers. The early years of the 20th Century saw blows to Trade Union rights with both the Taff Vale Case and the Osborne Judgement, which the Unions were powerless to prevent. Both cases were resolved by means of political moves by the Liberals. The growth of the Labour Party before 1914 was the result of partly of Trade Union sponsorship and it can be argued that it was the presence of Labour MPs after 1906 which forced the Liberals into social reform. Certainly, there was much trepidation concerning the industrial action in the years 1911 to 1914, which were the worst for strikes, with World War One averting a likely General Strike planned by the ‘Triple Alliance’ for 1914–1915. Nevertheless, in 1914, Britain was a leading world economic power and Trade Unions had been unable to bring about better wages or improved working conditions for many workers. Employers were able to restrict the Liberals’ social benefits.

Level 1 answers will be descriptive on the growth of Trade Unions. Level 2 answers will consider the economic and political aspects, but with limited development of these. At Level 3, answers will analyse the achievements of the Unions and consider how far they had an impact on economy and politics. Level 4 answers will make a considered judgement on the effects and will consider other factors such as the nature of economic and political thinking. Level 5 answers will reach a secure judgement on the question, supported by precise use of evidence.

Question 6

How far was government involvement in education in the years 1850 to 1914 determined more by political concerns rather than by economic factors? (20 marks)

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

Part of this question is a discussion as to how far government motives were governed by their political concerns in educating the lower classes. The middle and upper classes formed the majority of the voters and were able to support educational opportunities for their children. Most educational debate before 1870 centred round whether education was necessary at all for the poor. Some argued that with the extension of the franchise in 1867 to many of the workers, there had to be education for them, if they were not to vote for 'agitators'. There was a great fear of working class unrest and what that might do to society. The counter-argument was based on the theory that learning was dangerous in itself and would lead to discontent. Then, there was resentment of possible central control, so the 1870 Education Act did not make schooling free, or compulsory and Board Schools were only to fill in the gaps left by voluntary provision. It was only in the 1890s that free access and compulsion appeared. Even the 1902 Act did not really expand working class opportunities for secondary education, which was the preserve of the middle class. The economic argument will discuss the vital issue of who was to pay for the expansion of education. Mindful of the resentment of middle class voters, the financing of schools was by Payment by Results and the Revised Code until the 1890s. The 1870 Act was to be paid for by local ratepayers and there was strict financial control on the new Board schools. It was only in 1902 that government finance appeared and then, only in a limited way. There was to be no state funded secondary education. Political belief did not yet embrace the ideas of total state provision.

Level 1 answers will be general, giving an outline of educational change in the period. At Level 2 these changes will be discussed and limited consideration given to the factors making progress, or holding it up. Level 3 answers will analyse both the factors for change, or lack of it and come to a limited conclusion. At Level 4 there will be a limited judgement based on knowledge of the effects of both political and economic factors. Level 5 answers will give a clear judgement on the question, based on analysis of secure evidence.

Question 7

‘It was social attitudes, rather than political opposition, which led to the failure of women to gain the vote in the years 1870 to 1914.’

How far do you agree with this view?

(20 marks)

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

Candidates will understand that the position of women changed in the years 1870 to 1914. They gained more education, both at the higher and lower levels. They entered Universities and professions such as medicine, which had been exclusively male. They made legal progress in gaining independent rights within marriage and in owning property. Economically, many women became more independent. But, these gains were limited by social customs. It was still a man's world. He was the head of the household, as shown in census returns. Men expected to work to have to provide for their families. Once women married, which was the expected thing, they were mostly obliged to give up work in order to run the house and to bring up children. Many professions, such as teaching, required women to be unmarried. The idea that women might enter politics was opposed by men, who regarded it as their business. Nevertheless, women did become involved in the politics of education and local affairs, but national affairs were considered to be a male prerogative, as women were seen as too emotional to make important decisions. The rise of the women's suffrage movement brought the issue to the fore, especially during the period from 1897 to 1914. Many women from the middle and upper classes demanded the vote, although support was limited amongst the working class. The violent tactics of the Suffragettes kept the issue in the forefront, but, importantly, lost support among women as well as men. Candidates should refer to attempts in Parliament to give women the vote before 1914, which were defeated, not least because it would have meant giving all men the vote as well. Better answers will discuss the attitudes of the political parties and personalities of the period. Existing male voters would not support the extension of the franchise to women and the parties had to take due note of this. There was also the important point that the Liberal government of 1906–1914 had other matters to deal with, which they regarded as far more urgent.

Level 1 answers will be general accounts of the struggle of women to obtain the vote. At Level 2 the effects of this will be considered, with a limited attempt at a conclusion on the reasons for failure. Level 3 answers will attempt to analyse the two factors and consider how they contributed to the failure to win the vote, drawing an appropriate conclusion. At Level 4 there will be an analysis of the two factors and a limited judgement on the question. At Level 5 there will be a full judgement on the question, based on secure evidence.