



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

History

Alternative K

Units 1, 4 and 6

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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 language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

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

Level 3:

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

Exemplification/guidance

Level 3 responses will be characterised by the following:

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

- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

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

Level 5:

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

Exemplification/guidance

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

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

D: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

So, is the response:

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

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

Alternative K: Social and Economic History, 1870-1979**Unit 1: Social and Economic History, 1914-1939****Question 1**

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

Explain briefly the importance of “new industries” in the context of interwar Britain.
(3 marks)

Target: AO1.1., AO2

- L1: Demonstrates basic understanding of the issue from the source, e.g. naming the electrical goods industry given in the source. **1**

- L2: Demonstrates developed understanding of the issue relating to both the source and own knowledge, e.g. provides another example of a new industry such as car manufacture and explains new in contrast to “old” i.e. that new industries began the process of economic recovery. **2-3**

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

Explain how **Source A** challenges **Source B’s** view of the condition of Britain in the 1930s.
(7 marks)

Target: AO1.2, AO2

- L1: Extracts relevant information from both sources, with limited reference to context, e.g. points out that Source A provides a more positive picture because Source B is concerned with the poor. **1-2**

- L2: Extracts and compares information about the issue from both sources with reference to own knowledge, e.g. recognises that although both sources are from the Depression years, “Love on the Dole” is a novel specifically dealing with the social issues facing the poor. **3-5**

- L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. recognises that the two sources are portraying the very different experiences of the “affluent South” and the North with its poverty created by long term unemployment. The strongest answers may recognise that both sources only portray a partial view since there were pockets of poverty in the South and that consumer spending was partly stimulated by the drop in food prices which resulted from the depression which hit cotton etc so hard. **6-7**

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

Why were there significant regional variations in the economic development of Britain between 1919 and 1939?
(15 marks)

Target: AO1.1., AO1.2, AO3

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

Indicative content

From the sources the candidates can identify from Source A that there was a major growth in demand for the products of the new light industries which were often located in the South, e.g. the Hoover factory, close to the consumer. Source C shows that the car industry was developing. Since many cars were produced in the Midlands candidates can develop their response to show how this led to the Midlands developing by drawing labour from old industries such as the Welsh iron industry. Source B provides a link to the problems of structural unemployment in areas dominated by “old” industries such as coalmining and shipbuilding. From their own knowledge, candidates will point to how the southern middle class prospered in the 1920s and 1930s and thereby stimulated a consumer boom. They will then be able to explain how falling food prices increased disposable income for those in work during the depression. Candidates will explain that the National Government’s policy of “cheap money” further fuelled consumer spending, though the North’s traditional industries benefited much less. Candidates may also point to the way in which economic stagnation in the North and Wales often led the youngest and fittest workers to move.

Answers at Level 1 are likely to focus on a limited range of undeveloped points whereas there will be greater range and selectivity at Level 2. Level 3 responses will have greater range,

accuracy and depth and make some specific links to “regional variations” in the question. By Level 4 the case will be argued more strongly as to why the South prospered whilst the North suffered. At this level the Midlands will be recognised as distinct from the North and the South. Level 5 responses will engage the debate fully and apply the sources directly. At this level candidates may distinguish between different time periods when the reasons for economic divergence changed.

Question 2

- (a) Explain briefly what is meant by the “Geddes Axe” in the context of Britain in the 1920s. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term or concept, largely based on the extract, e.g. that the “Axe” was a programme of cuts in government expenditure. **1**
- L2: Developed explanation of the term or concept, linked to the context, e.g. that the “axe” represented an attempt to keep taxes down despite the increased cost of the National Debt. The aim of returning to the Gold Standard may also be stated or reference made to cuts in housing programmes, or the armed services. **2-3**

- (b) Explain why the First World War weakened the British economy. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements, e.g. the loss of overseas markets and higher levels of unemployment **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue or event through relevantly and appropriately selected material, e.g. specific reference to the cotton industry and its problems due to the loss of overseas markets or the burden created by the increase in the National Debt. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, makes links, or draws conclusions about their significance, e.g. relates the decline in trade to the loss of overseas assets as well as markets. The loss of invisible earnings reduced the status of London as a financial centre in the same way that the growth in the US merchant marine after 1916 lessened Britain’s role as a carrier. The enormous cost of the war also led to cuts in military expenditure which had serious consequences for shipbuilding and that these were made worse by the Washington Conference (1921). Candidates may also discuss the way in which these changes led to higher levels of unemployment which further depressed demand. **6-7**

- (c) “The policy of returning Britain to the Gold Standard was a disaster for Britain’s economy.”
Explain why you agree or disagree with this view. (15 marks)

Target: AO1.1, AO1.2, AO2

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

Indicative content

Candidates are likely to point to the impact of the gold standard in making Britain less competitive in world markets. Specifically they may refer to the decision to return to the Gold Standard at the pre-war parity. Higher level answers will mention other factors which damaged the British economy such as free trade and the impact of the First World War. Candidates may also point to the Geddes Axe as a result of the Cunliffe Committee’s recommendations that measures should be taken to pave the way for a return to the Gold Standard. Candidates may also point to the increased competition and the failure of government sponsored capacity rationalisation programmes. Answers at Level 1 will be brief and may only focus on the cause named in the question. At Level 2, answers will be largely descriptive of the named cause and at least one other. By Level 3, the answer will identify particular repercussions of the return to the Gold Standard such as the over-pricing of British exports. By Level 4 the analysis will be balanced and broadened to include evidence that other policies such as free trade were also to blame for Britain’s economic predicament. Level 5 responses will draw conclusions soundly based on the evidence presented as to whether the policy was a disaster. At this level they may challenge “disaster”.

Question 3

- (a) Explain briefly what is meant by the term “working class housing” in the context of Britain in the 1920s and 1930s. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term or concept, largely based on the extract, e.g. that it refers to improving housing for the working class. **1**
- L2: Developed explanation of the term or concept, linked to the context, e.g. that this period saw the creation of large estates to house those displaced from condemned slums. They may also point out that there was a shortage of suitable housing throughout the period. Reference may be made to the Priestly or Orwell’s writings as evidence of the condition of working class housing. **2-3**

- (b) Explain why the government did not intervene more extensively to reduce the problem of poor housing in the 1920s and 1930s. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements, e.g. that the government believed in laissez faire or did not want to spend the money. **1-2**
- L2: Demonstrates understanding of specific factors, explaining the development of the issue or event through relevantly and appropriately selected material, e.g. that the government believed in laissez faire and that it also believed in balancing the budget. The impact of the Depression led to further cuts in housing subsidies and reinforced the desire to balance the budget. The policy of “cheap money” helped the middle class rather than the working class. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, makes links, or draws conclusions about their relative significance, e.g. the fundamental belief in laissez faire coupled with the electorally popular policy of low taxes prevented any serious attempt to alter the impact of the market forces. After 1929, falling revenues prevented a Labour government from spending more upon housing. When they were succeeded by the National Government in 1931 there was a further period of budget constraints and the money saved by the conversion of the National Debt was channelled into rearmament. **6-7**

- (c) “Government did more for the poor than their critics have suggested.” Explain why you agree or disagree with this view of Government policy on health and welfare provision between 1919 and 1939. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation which could apply to almost any time and/or place. **1-4**

- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates are likely to refer to the increased spending on Education under the Fisher Act (1919) and the growth in welfare services such as maternity services. The creation of ‘panel doctors’ widened the access of the working class to medical services but remained inadequate and patchy. The counter arguments regarding the low priority given to social spending, the brutality of the Means Test and poverty, reflected in tuberculosis rates, are likely to predominate in the majority of answers. Answers which apply housing to the welfare of the poor will be credited.

Answers at Level 1 will be brief and may only focus on describing the poverty of Northern England. At Level 2, answers are likely to assert that Orwell’s description was accurate or make only general references to government policies in the areas of health and welfare. By Level 3, the answer will identify particular ways in which the government did do more than critics such as Orwell showed, for example, the continued decline in infant mortality rates reflecting higher health spending or the decision to extend the period of eligibility for unemployment benefit during the Depression. By Level 4 the analysis will be balanced and broad covering both areas of policy and reaching an overall conclusion about the extent to which the policies were successful, e.g. the impact of raising the school leaving age. Level 5 responses will draw conclusions soundly based on the comparative evidence presented and differentiate between different policies and their success over time, e.g. extending benefits to dependants but applying the Means Test, or in addressing the needs of different groups.

Alternative K: Social and Economic History, 1870-1979**Unit 4: Economic and Social History 1870-1979****Section A: The Changing Role of Women, 1870-1979****Question 1**

- (a) Use **Source C** and your own knowledge.
 Explain briefly what is meant by the term “Women’s Lib” in the context of the 1970s.
 (5 marks)

Target: AO1.1, AO1.2

- L1: Basic definition with limited exemplification, e.g. women being seen as freed from male perceptions of their role. **1**
- L2: Demonstrates understanding of the concept with supporting detail drawn either from the source and/or from own knowledge, e.g. the fashion revolution mentioned in the source and /or from own knowledge, the contraceptive pill. **2-3**
- L3: As L2 with developed references to both the source and own knowledge, e.g. linking employment changes and greater financial independence to fashion and the sexual revolution. Candidates who point out that later in the period the concept of female emancipation changes, e.g. did the sexual revolution serve men more than women, will be rewarded. **4-5**

- (b) Use **Sources A** and **B** and your own knowledge.
 How useful are **Sources A** and **B** in explaining the impact of war on the status of women?
 (10 marks)

Target: AO1.1, AO1.2, AO2

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. **1-2**
- L2: Demonstrates explicit understanding of utility/sufficiency etc with reference to the sources and knowledge of the issue. **3-5**
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both source and to own knowledge. **6-8**
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency etc in relation to the issue. **9-10**

Indicative content

At Level 1 answers are likely to simply note that both Sources A and B make negative assessments about the impact of the wars on the status of women. At Level 2 candidates will comment that Source A points to the gains for women regarding the franchise whilst Source

B lists no real benefits. At Level 3 candidates will form a conclusion about how useful Sources A and B are by using their own knowledge to suggest that the First World War seems to have had more benefits than the Second World War, although both saw women make significant inroads into the world of paid employment. At Level 4 candidates will reach a sustained judgement on the impact wars had on the overall changes in the status of women during this period; probably arguing that the First World War brought increased status but that both wars were followed by periods in which the traditional domestic roles of women were re-emphasised.

- (c) Use **Sources A, B, C and D** and your own knowledge.
To what extent can changes in the social and economic role of women between 1870 and 1979 be explained by wider social changes rather than by the actions of individuals? (15 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. **1-4**
- L2: ***Either***
Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. 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. **5-8**
- 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. **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 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. **12-13**
- 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. **14-15**

Indicative content

Answers should consider the range of ways in which wider social changes rather than individuals altered the social and economic position of women and the way it changed

between 1918 and 1979. This is a synoptic question and therefore candidates at Level 3 and above can be expected to cover the chronological range of the question.

The question enables candidates to relate the way in which women have moved from being marginalised in the economy to the Equal Pay Act and now occupy a more equal place in society, e.g. only frontline service in the armed forces is banned. The sources offer material including the 1960s. Many candidates will want to discuss contraception, abortion and divorce reform as well as equal pay and wider educational opportunities.

Level 2 candidates may also restrict themselves to limited consideration of the sources, e.g. Source D shows that for many women life had not changed very much at all, but will comment upon all the sources or make limited observations on both aspects for the question. Candidates may draw together the sources and own knowledge, e.g. the picture in Source D is in sharp contrast to Source C and reflects the limitations on the spread of feminism both geographically and generationally. The success of individuals such as Emmeline Pankhurst in achieving enfranchisement or Germaine Greer may be assessed. At Level 4 these assessments will be the product of sustained argument, e.g. that even the “revolution” outlined in Sources A and C only applied to a narrow spectrum of women and that the legislative changes made in the 1970s were arguably more fundamental. At Level 5 historiographical awareness may provide a framework for the judgements reached, e.g. feminist perspectives on the 1960s, e.g. Germaine Greer’s comment that she did not liberate women from the ironing board so that they could enter the boardroom. Candidates may make only brief references to individuals.

Section B: Changes in British Economy and Society, 1945-1979

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

Standard Mark Scheme for Essays at A2 (*without* reference to sources)

L1: *Either*

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

Or

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

L2: *Either*

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

Or

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

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 2

To what extent, and with what success, did the policies of British governments achieve Beveridge's goal of "Freedom from Want" in the years from 1945 to 1979? (20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

L1: 1-4 L2: 5-9 L3: 10-14 L4: 15-17 L5: 18-20

Indicative content

This question addresses Key Question (a) and the accompanying content contained in the Specification.

The question is designed to allow candidates to present an overview of British governments' success in promoting greater social welfare between 1945 and 1979. Candidates will be able to include discussion of the 1950s and Macmillan's claim that Britain "had never had it so good". Responses will refer to the broad objectives of social policies in relation to Beveridge's aim as quoted in the question. The creation of a system of universal benefits including child allowances/benefits and free education, school milk etc will form the core material for responses. However, continuing social inequality and the widening gap between rich and poor as well as the impact of rising unemployment after 1963 will provide alternative views.

Level 2 answers will present some simplistic evidence to support their view as to whether "Freedom from Want" was achieved, e.g. the general rise in living standards over the period.

A broad summary may be offered indicating achievements in relieving want through additional benefits for the unemployed such as free school meals. The rise in package holidays, for example, may be cited as evidence that many more people felt better off. However, candidates may argue that the very poor remained in need of the “tally man” and that women in particular suffered if the man’s pay packet did not reach beyond the bookies or the pub. Level 5 answers will distinguish themselves by the clarity of their argument and their ability to contextualise their response, e.g. the view that the early phase of the Heath government (1970-1972) and the final phase of the Labour government (1977-1979) saw different priorities being pursued. Answers above Level 3 will also be characterised by full chronological coverage.

Question 3

“British education reflected the structure and needs of British society.”

Discuss this view in relation to the period 1944 to 1973.

(20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

L1: 1-4 L2: 5-9 L3: 10-14 L4: 15-17 L5: 18-20

Indicative content

This question addresses Key Question (b) and the accompanying content contained in the specification. The question invites candidates to consider the social and economic impact of the British education system between 1944 and 1973.

It can be argued that Butler’s tripartite system reflected the British class system with private schools for the upper class and technical schools for the manual working class. The power of the middle class was reflected in the existence of grammar schools for which they could coach their children and afford the uniforms. The failure to build the planned secondary schools showed the limited value placed on non-academic education by the elite. Full employment meant there were plenty of apprenticeships.

The needs of society might have been met in the short term but the failure to build a skilled workforce led to a fall in economic competitiveness. The absence of technical schools continued to leave over half the population disaffected from a traditional education and led to the widely perceived failure of secondary schools.

At Level 3 candidates will show that they are aware of both “structure” and “needs” in the question. Whilst the arguments may not be developed they will see the tension between retaining traditional academic study and the poor record of Britain applying theoretical advances to industrial applications. They will therefore recognise that there is a tension between “structure” and “needs”. At Level 4 candidates will recognise the contradiction

between “structure” and “needs” explicitly and reach a clear conclusion on the extent to which the education system reflected both “needs” and “structure”. They will also reflect upon the different trends at different levels of education, such as higher education. At Level 5 responses will have the strengths of Level 4 but will also offer a clearer overview of the whole period and may show greater insight, e.g. that the grammar school educated Thatcher closed more grammar schools than her often privately educated Labour opponents but that the decision of many of those grammar schools to become independent meant that the education system became less in line with the structure of British society at the end of the period. Answers above Level 3 will also be characterised by full chronological coverage.

Question 4

To what extent did the nature and range of sport **and** leisure change in Britain in the period 1945 to 1979? (20 marks)

Target: AO1.1, AO1.2, AO2

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

Marks as follows:

L1: 1-4 L2: 5-9 L3: 10-14 L4: 15-17 L5: 18-20

Indicative content

This question addresses Key Question (c) in the specification and is designed to allow candidates to draw together their understanding from studying the content listed alongside Key Question (c) in the Specification. Answers should consider the range of ways in which the nature and range of sport **and** leisure changed during this period and therefore consider the “extent” of change. Candidates’ responses are likely to look at technology, incomes, and culture as factors which altered the nature and range for sport.

Candidates are likely to point to an increasingly wide range of sports over the period. The main games of football/rugby/cricket persisted as central features but golf (e.g. Jacklin winning the Open in 1969) and snooker (via Pot Black and television coverage) grew enormously. Basketball also entered schools in the 1970s via teacher training colleges. Nevertheless, cultural divides such as rugby union versus league remained in this period. Golf straddled the divide as it is also a major leisure pursuit. Car ownership spread making access to the countryside easier and the Ramblers Association gained significant legal victories. The growing participation of women saw badminton and other leisure centre sports grow. Television led to a decline in participation to be replaced by ‘armchair’ focus e.g. football attendances declined for much of this period. Changing social attitudes began a decline in numbers joining the Scouts etc.

Level 1 answers will focus on one cause of change, e.g. television to explain “extent” without further consideration of other issues. At Level 2 there will be some attempt to link a major theme to other changes, the growing involvement of women in sport **and** leisure. At Level 3 a variety of changes will be discussed but the discussion of an extent will still be mainly

implicit. At Level 4 the issue of the extent of change will be addressed explicitly in relation to nature and range, e.g. that local authority developments widened opportunity and encouraged non-competitive participation but that financial constraints prevented a wider range developing. At Level 5 candidates will explicitly differentiate between various social and economic groups in assessing range and nature. Answers above Level 3 will also be characterised by full chronological coverage.

Alternative K: Social and Economic History, 1870-1979**Unit 6: World Economy, 1870-1970****Question 1**

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

How valid is this interpretation, offered by Landes, as to why German industry overtook British industry in the period between 1890 and 1913? (10 marks)

Target: AO1.2, AO2

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation with reference to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

At Level 1 the candidate identifies the view in the source that Britain's lack of investment capital was a disadvantage. To reach Level 2 the explanation will be more detailed using the material in the extract and from own knowledge, e.g. the loss of German technicians to German firms developing under the protection of the tariffs introduced by Bismarck in 1878. At Level 3 answers will assess the situation more critically, e.g. being aware that the recession in Britain after 1879 hindered investment or that the social emphasis on landed property encouraged successful manufacturers to become landowners. At Level 4 answers will show awareness of the wider context, for example, the criticisms of Britain's educational system to support science or British investment in US firms and the diversion of investment to the British Empire.

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

How useful is **Source D** in explaining the significance of the European Coal and Steel Community in paving the way to the Treaty of Rome? (10 marks)

Target: AO1.1., AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. 1-2
- L2: Demonstrates some appreciation of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. 3-5

- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

Level 1 answers will make simple statements related to the content of the extract, e.g. that the ECSC was a major stepping stone towards the EEC. Level 2 responses will make general statements, e.g. that the ECSC was important but that other factors such as Marshall Aid also led to co-operative planning. Level 3 answers will develop Level 2 responses by considering more carefully a range of alternative factors leading towards economic integration such as the influence of the USA and General de Gaulle. Responses at Level 4 will be distinguished by their ability to set the ECSC in the context of the overall movement leading to the creation of the EEC and will reach a considered judgement on the view in the source.

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

“By January 1938, neither Hitler nor Roosevelt had succeeded in solving the economic problems they had inherited upon coming to power in 1933.”

How valid is this assessment? (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 C expresses the view that whilst the Nazis had created a superficial recovery the economy was heavily skewed towards rearmament. Candidates will develop this by referring to the persistent shortages of consumer goods and the minimal rise in living standards. The failures and contradictions of the New and Four Year Plans will be discussed. Source D makes clear the limitations of recovery under Roosevelt. This will be balanced by reference to Roosevelt's achievements such as the TVA and the way in which he had ended the banking crisis in 1933. Candidates may also point to the success in supporting agriculture whilst pointing to examples such as Ford where there was strong resistance to Roosevelt's reforms.

Answers at Level 1 are likely to do little more than repeat the content of the sources. At Level 2 the argument will be for or against the proposition that the problems had not been solved but with limited information/arguments drawn largely from either the sources or own knowledge. By Level 3, there will be an attempt to present evidence both for and against the proposition: e.g. Source C ignores the fact that growing labour shortages in 1937 led to rises in real wages. Level 4 responses will attempt to relate themes to both countries, e.g. using deficit finance to try to achieve recovery, e.g. the TVA in America and autobahn in Germany. Own knowledge will be applied more specifically to the question than would typically be found at Level 3. Level 5 answers will sustain a logical and balanced response which recognises both the similarities and differences between the US and German economics in January 1938.