



General Certificate of Education

History 5041/6041

Alternative K Social and Economic History, 1870–1979

Mark Scheme

2005 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.

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

Level 1:

Either

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristic: they

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

Assertive responses: at this level, such responses will:

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

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

Level 2:*Either*

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

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

Analytical responses will have the following characteristics:

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

Level 3:

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

Exemplification/guidance

Level 3 responses will be characterised by the following:

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

Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

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

Level 5:

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

Exemplification/guidance

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

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

D: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

So, is the response:

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

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

Alternative K: Social and Economic History, 1870-1979

AS Unit 1: Social and Economic History, 1914-1939

Question 1

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

Explain briefly the importance of such images for our understanding of Britain in the 1930s. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. that there was prosperity in the 1930s due to consumer demand. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. that unemployment was higher in the North than the South and that images such as this help to balance the traditional picture of an unemployed Britain in the 1930s such as the famous illustration of the unemployed man (see Question 1, 2001) and the Jarrow Marchers (see Question 1, 2004). **2-3**

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

Explain how **Source C** challenges the view put forward in **Source B** of the economy in Britain in the 1930s. (7 marks)

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain 'own knowledge'. The effectiveness of the comparison/assessment of utility, will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to 'pieces' of factual content.

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. simply stating that Source B refers to the housing boom and Source C describes unemployment in the North. **1-2**
- L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. relates Source B to the booming South which was already recovering from the Depression and sees the focus of Source C in the slower but definite attempts of the old staple industries to innovate. **3-5**
- L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. points out that the North contained many staple industries which did not benefit from the consumer led boom unless they were able to invest in the way Courtaulds had done. Even then, sales of rayon would confirm the declining market for cotton. Meanwhile the South, with rising disposable incomes, was enjoying

a housing led boom whilst the staple industries in the North would have to wait for accelerated rearmament to see a significant drop in unemployment. Own knowledge may be used to put them in context of events such as leaving the Gold Standard. **6-7**

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

Explain why there were two very different economies in Britain in the years 1919 to 1939. *(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* 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 descriptions, 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 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

For the 1920s, candidates need to explain why the North suffered more heavily in the 1920s from structural unemployment and the loss of overseas markets. The government encouraged mergers in the iron and cotton industries which led to unemployment in the North and Midlands. Coal miners in Scotland, Wales and parts of England faced competition from Poland etc. and after 1927 from cheaper German coal. The Washington Naval Treaty of 1921 meant shipyards in Belfast, the North East and Clydeside lacked orders from the navy. The miners' strike of 1926 also devastated mining areas.

The candidates can identify from Source A that much of Britain was prosperous. Source C makes it clear how towns associated with the staple industries such as Blackburn and Oldham faced severe economic problems. Source B uses housing to illustrate the prosperity of the south east. The Special Areas Act is one way of supporting the proposition from own knowledge as are the “new industries” which were often located in the South, close to the consumer. 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. Candidates will explain that the National Government’s policy of “cheap money” further fuelled consumer spending through the boom in household consumer durables and cars (Source A) and that this too had the effect of benefiting the South more than the North since the new industries were located close to the areas of demand. 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. The focus of this answer is on the impact on the different regions and the relative importance of those factors in **both** the 1920s and the 1930s. Maximum Level 2 (8 marks) only if the 1930s are covered.

Question 2

- (a) Explain briefly what is meant by “protection” in the context of Britain in the 1930s. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. that it was protection for British industry. **1**
- L2: Developed explanation of the term, linked to the context, e.g. that British industry had been facing competition from businesses in countries that imposed duties on British goods. Own knowledge can relate to details such as the McKenna Act or to industries which had suffered or ones that that benefited, such as cars. One way to develop the answer would be to point to Protection as an innovation in policy. **2-3**

- (b) Explain why governments intervened in the economy only to a limited extent in the years 1919 to 1939. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. the Conservatives were a laissez-faire party. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. the impact of government expenditure cuts in the 1920s and the Labour Government’s adoption of traditional balanced budgets to avoid a run on the pound. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. is able to provide an overview of economic policy. This could take
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the approach that all the governments were either laissez-faire in principle or, in Labour's case, lacked the majority necessary for radical action. Some candidates may also put the period in context and argue that Keynesian ideas were not yet generally accepted, as shown by the rejection of Moseley's plan by the Labour government. **6-7**

- (c) "The introduction of tariffs was the key to economic recovery in the 1930s."
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 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 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 relevant 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

This question brings together all the aspects of the debate regarding the British recovery from the Depression. Level 2 responses are likely simply to concentrate upon the impact of tariffs in isolation. To reach Level 3, candidates must begin to address or at least acknowledge the alternative explanations, such as: leaving the Gold Standard, Cheap Money, rearmament, Special Areas Act and the consumer led boom. Candidates will present varying amounts of knowledge such as the impact of leaving the Gold Standard or the link between Cheap Money and the housing boom. They may also provide evidence of the limited impact of the Special Areas Act or of the varying impact of rearmament; early rearmament was funded from savings on National debt payments due to lower interest rates. At Level 4, candidates will offer a balanced conclusion as to the relative importance of tariffs, for example, that tariffs ensured British car sales rose but Cheap Money gave the consumer the means to purchase them. The focus of this answer is on the relative importance of different reasons for

recovery, e.g. the ‘Cheap Money’ policy was only possible once the decision had been taken to abandon the Gold standard.

Question 3

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

Target: AO1.1

L1: Basic or partial definition of the term, largely based on the extract, e.g. that it provided money for the building of council houses. 1

L2: Developed explanation of the term, linked to the context, e.g. that it was an attempt to live up to the promise of better living conditions but critics felt the houses were being built to too high a standard and funding was slashed under the Geddes Axe and/or that it remained permissive. 2-3

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

Target: AO1.1, AO1.2

L1: Demonstrates understanding of the issue 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 through relevant and appropriately selected material, e.g. that the government believed in laissez-faire and that it also believed in balancing the budget so it dropped the “Addison Act” in response to the Geddes Committee (Addison having been dropped from the government). The Conservatives did introduce the Chamberlain Act in 1923 but this was more modest than Addison’s. The Labour government later introduced the Wheatley Act but again finances were tight. 3-5

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, 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 market forces. At the end of the 1920s, the Labour government, guided by Chancellor Snowden, proved to be equally orthodox financially. Good candidates may challenge the underlying assumption by arguing that governments still had not accepted that they had a key role in providing adequate housing for all. 6-7

- (c) “Government policy between the wars completely failed to live up to Lloyd George’s promise of ‘A land fit for heroes’.”
Explain why you agree or disagree with this view of government policy on health and social welfare provision in the years 1919 to 1939. (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 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 relevant 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

Answers at Level 1 will be brief and may only focus on describing the poverty faced by many in this period.

At Level 2, answers are likely to make only general references to government policies in the areas of health and welfare with a probable balance towards evidence supporting the statement, e.g. pointing to the high level of inter-war unemployment and the slowness to introduce widows’ pensions (1925).

By Level 3, the answer will identify particular ways in which the government did follow more positive policies, 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. The failings of the attempts to introduce national rates of benefit will help to offset this more positive picture as will the limited funds available under the Greenwood Act and the fact that it often led to slum demolition ahead of the building of alternative affordable accommodation. The Means Test and the cuts in benefits in 1931 may also be seen as the betrayal of the ordinary working men who had suffered the privations of the trenches.

By Level 4, the analysis will be balanced and broad covering at least two areas and reaching an overall conclusion about the extent to which the policies fell short of a ‘land Fit for Heroes’. 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 (for instance, maternity benefits but refusing to pay child allowance to the mother).

A2 Unit 4: Economic and Social History 1870-1979

Section A: The Changing Role of Women, 1870-1979

Question 1

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

How fully do **Sources B** and **C** explain the impact of education on the changing status of women in the 1950s? (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 sources 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 in relation to the issue. 9-10

Indicative content

At Level 1, answers are likely to simply note that Sources B and C take similar views about the role of education in that it increased opportunities but did not lead to great changes. At Level 2, candidates will comment that Source B points to economic barriers imposed by men whilst Source C focuses on the impact of social trends. At Level 3, candidates will recognise that Sources B and C can be used together as they are both concerned with higher education. Own knowledge, e.g. regarding changing patterns of female employment and the lack of scholarships to allow women to stay on at school, may be used to evaluate the sources. At Level 4, candidates will reach a sustained judgement which recognises both the views of the sources and their obvious deficiencies, e.g. there continued to be a great deal of resistance to the emergence of women in the workplace despite the rising number of women obtaining formal qualifications, but the sources look at only educated women rather than all women. However, strong responses may make the point that this was the fate of highly educated women and that the position of working class women was even slower in showing signs of improvement.

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

“Women achieved political and economic equality.”

To what extent is this an accurate assessment of changes to the status of women in Britain in the years 1870 to 1979? (20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate 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 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**

Indicative content

This is a synoptic question and candidates’ responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question. Candidates should deal with the key words, “political” “social” and “equality”.

At Level 1, candidates may simply focus on generalised responses, such as women did receive equal voting rights after 1928 and Mrs Thatcher became Prime Minister in 1979, for example, using Source D.

Level 2 candidates may offer limited consideration of the sources, e.g. Source A may give rise to judgements about the way in which women were continually held in a subservient role. Limited specific own knowledge may be offered by simply listing pieces of legislation.

At Level 3, candidates will draw together the sources and own knowledge, e.g. Source D suggests women had become politically equal but the small number of women MPs and feminist criticisms of Mrs Thatcher's own masculine approach to politics challenges this view., e.g. no women served in her cabinets. Source B lays out evidence of entrenched sexism against which later equal pay legislation may be cited. Source C suggests women were continuing to make only limited progress both economically and socially. Sources A and C can be used to debate the issue of marriage as an institution in determining the role of women, e.g. many wives voted the same as their husbands at least until women began moving to the Conservative Party in the 1970 General Election. Some candidates may link this to Mrs Thatcher's political message in 1979 where she used her image as a housewife who understood the need to spend only what one could afford.

At Level 4, these assessments will be the product of sustained argument, e.g. they may argue that the judgement is different depending on whether political or economic change was being considered.

At Level 5, candidates will address fully the conceptual framework that underpins the question, i.e. singular judgements are inappropriate in trying to assess both areas since even when considering only one gender there are variations due to social class and therefore social change is neither uniform nor equal.

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

Question 2 onward

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by 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

“Continuous failure.”

To what extent is this a valid description of the economic policies of both Labour and Conservative governments from May 1945 to March 1979? **(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 question is designed to allow candidates to present an overview of the attempts by Labour and Conservative governments to manage the economy. Candidates will be able to include discussion of the late 1940s, 1950s and Macmillan’s claim that Britain “had never had it so good” and to set this against Labour’s devaluation crisis in 1967 and the IMF crisis of 1976, but that despite this, general living standards had risen across the period.

At Level 1, responses will offer a brief summary, simply listing the measures of each government without offering an assessment.

Level 2 answers will present some comparative material but will perhaps be chronologically incomplete, e.g. omitting the Attlee or Wilson/Callaghan government.

At Level 3, candidates will offer a chronologically complete, albeit uneven, review of government attempts to manage the economy. These answers may well focus primarily on one theme, e.g. unemployment or inflation.

Answers at Level 4 will reach a balanced judgement which recognises the strengths and weaknesses of each party’s record in economic management.

Level 5 answers will be distinguished by their conceptual approach, e.g. they will be clear that for much of this period, both parties were pursuing the same neo-Keynesian policies or that both parties oversaw a period in which Britain continued to decline as a world economic power, whatever the apparent short term impact of their policies was intended to be. Some very strong candidates may bring in technical issues such as the Phillips Curve or Hayek's conceptual approach as outlined in *Tiger by the Tail* and *The Road to Serfdom*, although such is not a requirement to reach this level.

Question 3

“Solely the product of class-based ideology.”

To what extent is this a valid description of the educational policies of both Labour and Conservative governments in the years 1944 to 1973? (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 addresses Key Question (b) and the accompanying content contained in the specification. It invites candidates to consider whether the criticism often made of the introduction of comprehensives can equally be applied to the tripartite system introduced by Butler in 1944. Stronger candidates will be able to differentiate between motives and outcomes, e.g. the ideals behind the plans for technical schools were hampered by cash, though in many cases this may be held to reflect the ideology of local councils. Private schools continued to exist even after Labour's landslide of 1966, whereas grammar schools were abolished. Candidates may see this as the product of privately educated Labour ministers amplifying the alleged grievances of the working class membership of the party.

Some may argue that Butler, a middle-class grammar school boy, was trying to create more opportunities for the bright middle-class/working-class mainly male children, but that funding and inherent class prejudices led to the failure of the experiment.

Level 1 responses will restrict themselves to offering simple accounts of a mixed system of private and state funded education, with Labour remaining too cautious to abolish private schools. Level 2 answers are likely to focus on the Conservatives and Labour as class motivated parties. At Level 3, candidates will show that they are aware of less simplistic interpretations. At Level 4, candidates will present a sustained argument with good chronological coverage. At Level 5, responses will have the strengths of Level 4 but will also offer a clearer overview of the whole period.

Question 4

“To what extent did changing patterns in sport and leisure in the years 1945 to 1979 reflect changes in family life? (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 is designed to allow candidates to draw together their understanding of the content listed alongside Key Question (c) in the specification. Answers should consider the range of ways in which people’s patterns of participation in sport and leisure changed over this period and relate this to changing patterns of family based entertainment. Candidates’ responses are likely to look at how technology allowed family based leisure to change. The television is the major influence in encouraging family leisure such as *Coronation Street* and the *Royal Variety Performance, Match of the Day* and the *Morecambe and Wise Show*. This may be linked to declining attendance at football grounds and the rise of sports such as snooker through *Pot Black* or indeed grandmothers watching the wrestling with the children whilst mothers did the Saturday afternoon shopping. The impact of television on eating habits and family mealtimes may also be related to the increased perception of the family as a unit of consumption since children usually only earned for only a short time before leaving home.

In contrast, the changing nature of holidays may well be linked to income levels rather than changes in the family. The role of Councils in providing indoor swimming pools and leisure facilities such as evening classes and sports halls is also a factor in changing leisure patterns as is the growing recognition that women may have leisure pursuits other than bingo.

Level 1 answers will often concentrate on only one area, e.g. television to explain the change. This may also be true at Level 2, but there will be some attempt to offer specific examples. At Level 3, evidence will be given regarding both trends in participating and spectating. There is likely to be some recognition that the family is only one factor in explaining change. At Level 4, the answer will be a product of sustained argument. At Level 5, candidates will differentiate explicitly between various social and economic groups in assessing the extent to which they agree with the quotation. Answers above Level 3 will also be characterised by full chronological coverage.

Alternative K: Social and Economic History, 1870-1979
A2 Unit 6: World Economy, Free Trade, Protection and European Co-operation 1870-1970
Question 1

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

How valid is the interpretation offered by Badger about the effectiveness of the New Deal?
(10 marks)

Target: AO1.1, 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 and relates to own knowledge to reach a sustained and well supported judgement on its validity. **9-10**

Indicative content

Level 1 answers may make simple statements related to the content of the extract, e.g. that the New Deal was designed to rescue the USA from the Great Depression. Level 2 responses may make general statements, e.g. that the New Deal was effective but that rearmament also helped the USA to recover from the Depression. Level 3 answers will develop Level 2 responses by considering more carefully the success of various measures within the New Deal. Responses at Level 4 will be distinguished by their ability to the view expressed in the source is making modest claims on behalf of the New Deal and therefore broadly represents the current scholarly consensus. Some candidates at this level may distinguish between the First New Deal and Second New Deal to assess their views on effectiveness.

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

How useful is **Source B** as evidence regarding the origins of the European Economic Community?

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 either 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

At Level 1, the candidate identifies the view in the source, e.g. that the EEC was a response to US pressure and reflected the views of internationalists like Monnet. To reach Level 2, the explanation will be more detailed, e.g. by explaining the reference to autarky under Hitler and Mussolini. At Level 3, answers will assess the situation more critically, e.g. being aware that another Frenchman, de Gaulle, was not an internationalist but saw the EEC in the context of reasserting French leadership in Europe. Some may develop the discussion of America's motives by referring to the Truman Doctrine and the Marshall Plan or the fear of retaliatory tariffs. At Level 4, answers will show explicit awareness of the wider context, for example, by looking at the impact of the planning and organisations created to implement the Marshall Plan.

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

“Technological innovation was the main reason why Germany and the USA grew in economic influence.”

How valid is this assessment of the growing influence of Germany and the USA in world trade in the years 1870 to 1914? *(20 marks)*

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate 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 the 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 B makes a strong case that Britain was overtaken due to a failure to match Germany's record for technological innovation during the "second industrial revolution". Source C illustrates the situation from the German view by reference to the electronics industry. The reference to Krupps may assist stronger candidates in bringing out the more subtle points that it was only some of Britain's industries that were being overtaken. Krupps faced tough competition from Armstrong and Vickers who proved formidable opponents in the Russian and Balkan markets. The candidates will need to introduce own knowledge with regard to the United States and the gain it made due to a system of protected tariffs. This will then provide a further link to Britain and Germany, as Britain retained the policy of Free Trade whilst Germany adopted tariffs in 1878 to protect her farmers and industrialists from US competition. Candidates who do not explicitly address historiography will be limited to mid – Level 3 (13 marks).