



General Certificate of Education

History 5041/6041

Alternative K Social and Economic History, 1870–1979

Mark Scheme

2006 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 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 specification. 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 specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

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

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

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.
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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.

June 2006

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 in understanding the economic problems facing Britain in the early 1920s. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. that there was foreign competition in the 1920s. **1**

- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. that competition from overseas grew after the First World War at a time when British industry thought it would simply regain its colonial markets. The example relates to cotton – one of the staple industries. **2-3**

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

Explain how **Source C** challenges the views in **Source B** of the problems facing British industry in the 1920s. (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. stating that Source B refers to the debt and Source C to the collapse of overseas markets. **1-2**

- L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. develops the contrast and explains that the decline of exports reduced demand in Britain whereas Source B focuses on one aspect of the government’s attempts to improve the competitive position of the City of London and illustrates Source C by referring to India and cheap Polish coal, for example. **3-5**

L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. points out that both deal with budget cuts but the focus of Source B is on domestic priorities whereas Source C puts this in a wider context. **6-7**

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

Explain the importance of the impact of the First World War, in relation to other factors, in explaining the economic difficulties facing Britain in the years 1919 to 1924. *(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

The candidates can identify from Source A that Britain faced tough competition and this can be linked to own knowledge regarding the electrification of some Japanese mills in 1924. Source C builds upon this by referring to the loss of overseas markets during the war and their failure to re-develop. Own knowledge can be added by giving examples such as India and explaining that there was increased competition from Japan and the United States. Source B offers evidence in support of the importance of wartime debts and their impact

upon post-war Britain. Own knowledge about the impact of the war will vary but should all be credited. Candidates are likely to deal with the “re-stocking boom”. The desire to return to the Gold Standard is likely to be seen as an alternative explanation, i.e. in following the recommendations of the Cunliffe Committee.

Question 2

- (a) Explain briefly what is meant by ‘the Gold Standard’ 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 was a system for stabilising exchange rates. **1**
- L2: Developed explanation of the term, linked to the context, e.g. that the British returned to the Gold Standard at an overvalued rate and that this was damaging to British exporters in particular, e.g. coal. **2-3**

- (b) Explain why the Conservative government took Britain back to the Gold Standard in 1925. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. the Conservatives had planned to do this since 1921. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. includes other factors such as Churchill’s financial illiteracy and the desire to create increased world trade through greater stability. The Conservatives were the party of laissez-faire so they felt happier using an external mechanism to moderate policy. **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 the approach that the Conservatives were reluctant to increase domestic spending, so stimulating trade offered a more ideologically sound way of reducing unemployment. **6-7**

- (c) “The return to the Gold Standard in 1925 did immense damage to the British economy in the years 1925 to 1939.”
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 economy and the Depression. Level 2 responses are likely to simply concentrate upon the impact of the Gold Standard or the Depression. To reach Level 3, candidates must begin to address or at least acknowledge both explanations such as: the Gold Standard’s negative impact upon British exports, especially after the competitive devaluation by the French; the Great Depression’s devastating impact upon the old industries, but also the way in which the decline in primary product prices increased real incomes in the South and therefore provided the seeds of recovery. At Level 4, candidates will offer a balanced conclusion as to the relative importance of the Depression and Gold Standard.

Question 3

- (a) Explain briefly what is meant by ‘Means Test’ 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 involved assessing the means of the claimant. **1**

L2: Developed explanation of the term, linked to the context, e.g. that it was hated because it was highly intrusive. It also led to widespread fraud and trapped people in poverty. **2-3**

- (b) Explain why the government did not intervene more extensively to reduce the problems of poverty in the 1930s. (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 Labour Government believed in laissez faire and that it also believed in balancing the budget, so it cut employment benefits, leading to its collapse. The Conservatives introduced cuts in public works for the same reason and significantly underfunded the Special Areas Act. **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. **6-7**

- (c) ‘It was the middle class, not the working class, which benefited most from Government housing policy in the years 1919 to 1939.’ 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

The argument in favour of the proposition is that despite the original aims, the houses built under the Addison, Chamberlain and Wheatley Acts often proved too expensive for working-class people to rent and therefore went to middle-class people. However, the creation of huge estates, e.g. in Dagenham outside London, did mean that many working-class people were rehoused away from appalling slums. The slum clearances under the Greenwood Act also led to improvements, though here candidates are likely to argue that the initial impact was to further reduce the available supply of cheap (albeit unfit) accommodation. Candidates may also include references to ‘cheap money’ post 1931, and this is acceptable as an argument that the result was a large increase in privately-built houses occupied by the middle class.

June 2006

Alternative K: Social and Economic History, 1870–1979

A2 Unit 4: Economic and Social History, 1870–1979

Question 1

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

How fully do **Sources A** and **B** explain the impact of the First World War on 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 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 both sources give some information on the war's impact upon women. At Level 2, candidates will comment that Source B points to women and the family, whereas Source A focuses upon economic advancement for professional women and the strong pressures on working-class women. At Level 3, candidates will recognise that Sources A and B can be used together as they are not mutually exclusive. 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. that there continued to be a great deal of resistance to the emergence of women in the workplace despite the vital role of women workers during the conflict.

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

‘Changes in the pattern of female employment, rather than political emancipation, were more important in leading to changes in the status of women.’

How valid is this assessment in relation to British women 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.

This is a synoptic question and therefore candidates at Level 3 and above can be expected to cover the chronological range of the question. Candidates should deal with the key words, “pattern”, “political emancipation” and “status”.

At Level 1, candidates may simply focus on generalised responses such as women did receive equal voting rights after 1927 and Mrs Thatcher became Prime Minister in 1979, and that the status of women changed because they did different jobs. 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 forced back into 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 A suggests that educated women were seeing their status improve, whilst Source C suggests that schools continued to stereotype girls even in the 1950s. Source B offers an alternative perspective in that it points to growing numbers of female undergraduates. Candidates may offer own knowledge regarding the social change related to changing patterns of employment such as the growth of service industries but stronger candidates will be aware of the mixed impact, such as the stereotyping of secretaries. At Level 4 and above, candidates may also challenge the question regarding other factors, such as the pressure on living standards from the late Sixties which increased the number and acceptance of married women in employment.

Section B

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

To what extent was inflation, rather than unemployment, the main economic problem facing British 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 two economic indicators most commonly used to assess success in the period (knowledge of the Phillips Curve is a bonus). Candidates will be able to include discussion of the attempts to fulfil the aims set out in the 1944 Employment White Paper, such as Labour under Attlee and the Tories under Heath after 1972, and to curb inflation under successive governments, such as Labour during the IMF crisis of 1976. 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 upon one theme, e.g. unemployment or inflation. Answers at Level 4 will reach a balanced judgement regarding both factors. 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. 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*.

Question 3

'The expansion of higher education had a greater impact on British society than changes in secondary education in the years 1944 to 1973.'

How valid is this view? *(20 marks)*

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

Marks as follows:

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

Indicative content

This question addresses Key Question (b) and the accompanying content contained in the specification. The question invites candidates to consider whether the introduction of comprehensives designed to end the tripartite system introduced by Butler in 1944 was a less significant change than the expansion of higher education which opened new opportunities to working-class children. Stronger candidates will be able to differentiate between different elements of higher education such as the Open University whose impact differed from that of the new red brick universities. Some candidates may see comprehensives as bringing to an end a class-based system of education whilst others may see its significance as leading to a general lowering of standards. Some may argue that the ending of grammar schools restricted the upward mobility of working-class children.

Question 4

Assess the extent to which rising living standards, rather than the actions of government, affected changing patterns of leisure in the years 1945 to 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

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 B(c) in the specification. Answers should consider the range of ways in which people's pattern of leisure changed over this period and relate this to rising standards of living and government action. Candidates' responses are likely to look at how local government expanded the number of sports facilities available whilst rising living standards saw TV replace the cinema and other leisure pursuits. The television is the major influence in encouraging family leisure such as Coronation Street and the Royal Variety Performance, Grandstand, 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 changing nature of holidays may well be linked to rising standards of living, though right at the end of the period Mrs Thatcher's government abolished exchange controls which encouraged foreign travel. 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 other leisure pursuits than bingo. Answers above Level 3 will also be characterised by full chronological coverage.

June 2006

Alternative K: Social and Economic History, 1870–1979

A2 Unit 6: The World Economy: Free Trade, Protection and European Co-operation, 1870–1970

Question 1

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

Assess the validity of the view in **Source A** of the way in which the EEC developed in the years after the Second World War. *(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

The source explicitly develops the idea that the EEC was created in order to prevent the resurgence of German militarism. Other interpretations see the French initiatives as part of a planning culture which had grown up in response to the Marshall Plan. The French had experienced economic growth during the Fourth Republic and this was seen as the benefit of central planning. The number of European coal and steel firms would need to be rationalised and so there was an underlying desire to achieve greater efficiency and therefore sustain economic growth. The source also expresses the view taken by Churchill in 1945 that Britain's focus should be on the Empire despite the fact that he was encouraged by Duff Cooper to respond positively to Belgium's request that Britain assume the leadership of a post-war Europe. The source does not consider the difficulties Britain faced in the post-war era once the US ended Lend-Lease and insisted on the £ becoming fully convertible against the \$.

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

How useful is **Source B** as evidence of why Germany and the United States grew in influence in world trade between 1870 and 1914? (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 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

The poster is a partisan political piece of propaganda reflecting the manufacturing background of Joseph Chamberlain, the campaign's leader. The impact of grain imports from the USA on Britain was huge. The USA and Germany both operated protective tariffs which restricted British exports and therefore diminished Britain's importance in world trade and consequently raised their own. An alternative view of German growth is that it was based upon the formation of cartels which linked not only related businesses together but also the banks themselves through cross-ownership of shares. The USA operated tariffs behind which its steel, car and agricultural industries mechanised and expanded so that they could compete on a world stage. The massive expansion of the US economy after the Civil War was also characterised by the formation of cartels (trusts) and was based upon a flow of cheap immigrant labour from Europe. In the same period, Britain was facing upward pressure on wages. Alford argues that British management failed to match the rising standards abroad.

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

'Rearmament was the key to German recovery under Hitler in the years 1933 to 1939.'

Assess the validity of this view. (20 marks)

Target: AO1.1, AO1.2, AO2

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

Sources C and D offer differing views of the importance of rearmament. Overy argues that the car industry was central to Germany's recovery whereas Fischer focuses on rearmament. Rearmament was financed through Mefo bills and provided an important stimulus to the economy in 1933/34, e.g. by employing large numbers building concrete runways for "civilian" aerodromes. However, housing renovation programmes were equally vital during the first winter under the Nazis. The autobahn programme provided low-paid jobs for the unemployed and stimulated the car industry as Overy argues. The rise in the car industry had a multiplier effect via the network of component suppliers. Ultimately, the demand for skilled labour led to a bottleneck in the labour market as rearmament clashed with consumer industries leading to the creation of the Four Year Plan.
