



General Certificate of Education

History 5041/6041

Alternative R Britain, 1895–1951

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.

Alternative R: Britain, 1895–1951

AS Unit 2: Britain, 1895–1918

Question 1

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

Explain briefly what is meant by ‘wartime military conscription for men’ (line 6) in the context of Britain in the First World War. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. compulsory call-up or reason for introduction in 1916. **1**

- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the failure to recruit sufficient men through volunteering which became apparent in 1915 and the gradual introduction of conscription through the Derby scheme to ‘full conscription’ in May 1916. There may be reference to the requirements of total war, which Mrs Pankhurst understood before many. **2-3**

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

Explain how useful **Source B** is as evidence of the problems caused by women replacing men in employment during the First World War. (7 marks)

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 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.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. a description of the content of the source with some connection to own knowledge, or makes a very general statement about the issues of the introduction of employment of women on a massive scale. **1-2**

- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. some of Margaret Bondfield’s concerns in the source about the logistics of a sudden massive expansion in the female workforce, maintenance of the standard of living for the workers, asking that women war workers should join trade unions or that there should be equal pay. These were legitimate issues, though not all were implemented, e.g. equal pay was not introduced for most women. On the other hand most women saw their standard of living improve through being paid relatively well. The source does not mention other major issues such as dilution (with trade unions’ agreement) and the increased welfare for female workers especially in their great numbers in the munitions’ factories. On

provenance the attribution gives information that Bondfield was an opponent of the war. It is not expected that there will be detailed knowledge of her ‘career’ in the Labour Party, but responses may deduce that an opponent of the War would raise major concerns that supporters of the war (the vast majority in Britain) would not. **3-5**

- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. there will be a holistic response balancing evidence about reasons in the source against other reasons not mentioned. There may be explanation of how some of Bondfield’s concerns were addressed, e.g. women joining trade unions, in assessing the utility about the severity of problems raised by Bondfield of women replacing men **6-7**

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

‘Achieving the right to vote in parliamentary elections was the most important gain made by British women during the First World War.’

Explain why you agree or disagree with this statement. **(15 marks)**

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

Source A comes from Mrs Pankhurst, the suffragette leader, who is prepared to abandon her cause for the duration and give full support and co-operation in the War effort. “What would be the good of the vote without a country to vote in!” Source B does not mention the parliamentary franchise, but is about women’s war work and some of the problems foreseen by Margaret Bondfield, who clearly wanted to defend the interests of female workers as she saw them. Source C not only refers to employment and new opportunities, but also considers social changes with women gaining more money and greater independence, and links those economic and social advances with the parliamentary franchise.

From own knowledge answers should develop and address the gains made by women during the War. These were economic, social and political. The granting of the franchise in 1918 was linked with the economic and social changes. Which aspect of women’s emancipation was the most important is debateable, but they were inter-linked. The franchise was recognition that the War could not have been won without women’s war work, but even so the 1918 Act restricted the eligibility of adult females but not men. Many women were also expected to give up their jobs as the forces were demobilised. Achieving the vote in parliamentary elections was essentially one part of the new freedoms, independence and wider horizons outside the home won by women during the War. Reference to the Suffragette Movement can be relevant, but there should not be lengthy descriptions/narratives about it. (The predominant view now is that contributions to the war effort gave the suffragettes what they wanted whereas militancy before 1914 had failed.)

Level 1 answers will be thin in content and/assertive in argument. Level 2 responses will show some understanding of the issues with an attempt to assess the importance of gaining the vote in parliamentary elections. At Level 3 answers will utilise both own knowledge and sources to explain the importance of the franchise, but in relation to other gains from 1914-18. Level 4 responses will have a solid range of evidence assessing the gaining of the vote in the context of economic and social gains. At Level 5 responses will have full integration of material from the sources with own knowledge to support a balanced argument on the central issue.

Question 2

- (a) Comment on ‘Britain’s supremacy at sea’(line 1) in the context of British foreign policy before 1902. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. reference to the Pax Britannica, or dominance of the Royal Navy on the seas, or the policy of splendid isolation based on naval supremacy. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the link between naval supremacy (going back to Trafalgar) and the protection of/links with the Empire. Britain had adopted the ‘two power standard’. Britain’s interests were not in Europe, but in the wider world based on trade and the recently expanded Empire, which naval supremacy not only protected, but also enhanced. The supremacy was first perceived to be threatened during the Boer war which ended in 1902. **2-3**
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- (b) Explain why Britain signed ententes with France in 1904 and Russia in 1907. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the need for agreements with former rivals given the threat posed by the German challenge. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the ententes came about largely because of the perceived threats from Germany. These threats originated from around the beginning of the century (Boer War, German naval programmes) and led particularly to the entente with first France, and later with Russia once the Russian ‘threat’ had been reduced by the war with Japan, which was an ally of Britain (1902). The ententes were officially agreements about ending quarrels over imperial interests (that at Fashoda in 1898 almost leading to war between Britain and France), but were to give Britain friends rather than allies as Splendid Isolation was abandoned to deal with the perceived threat from Germany. Britain’s reaction to Germany over the Moroccan crisis of 1905-06 centred on fears of the German naval threat and the challenge to Britain’s (as well as France’s) imperial role. At Algeciras Britain’s support for France brought her into closer contact with France’s ally, Russia, which was also a factor in leading to the Russian entente in 1907. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation. The answer will give a holistic view explaining with clear evidence why the ententes with both states were signed. Reference may be given to detail, e.g. the roles of Lansdowne and Edward VII (and Delcasse) leading to the 1904 entente and that of Grey in 1907. **6-7**

- (c) Explain the importance of the naval race between Britain and Germany, in relation to other factors, in explaining the worsening relations between them in the years 1902 to 1914. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or**
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

In the naval race the key developments in the German ‘challenge’ were the initial German Navy Laws from 1898, leadership of Tirpitz, opening of the Kiel Canal, the race itself especially in dreadnoughts, failure of the Haldane mission and proposed naval holiday. This was however, not the sole issue and other factors leading to heightened hostility after the end of the Boer war included colonial rivalry, industrial and commercial competition, the alliances and ententes, and crises especially over Morocco. Many of these were interlinked. Britain’s reaction to Germany over the Moroccan crises centred on fears of the German naval threat and challenge to Britain’s (as well as France’s) imperial role. Overall the threat from the German naval challenge was seen as the continental military and economic giant moving into Britain’s traditional sphere of empire and naval supremacy. This was probably the main cause of ‘worsening relations’. There were other factors of public opinion and the press, which were stirred by some of William II’s actions and statements (e.g. the *Daily Telegraph* interview). Responses can argue in favour of factors other than the naval race as being more important in explaining worsening relations but should attempt an assessment of the relative importance of several issues with the naval race prominent.

Level 1 answers will be thin in information and/or generalised in argument. At Level 2 responses will have fuller descriptive material, but remain limited in range of coverage and assessment of relative importance. Level 3 answers will contain some detail of the naval race and consider some other factors with a clear, if limited, attempt at evaluation. Level 4 answers will contain a wide range of evidence with a balanced consideration of the naval race as compared with other causes of hostility. There may be indications that relations did not consistently worsen during the whole period, but there were times and issues of co-operation. Level 5 responses will contain coherent overall judgement based on accurate, if selective evidence over a range of issues.

Question 3

- (a) Comment on ‘the Parliament Bill’ (line 2) in the context of the government’s proposals for the House of Lords in 1910. *(3 marks)*

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. one important proposal in the Bill such as ending the Lord’s power on the Budget, or general reference to the constitutional struggle. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. at least two of the main proposals for reducing the Lord’s powers, or indication of the Bill’s proposals overall in the context of the crisis and struggle following the rejection of the ‘People’s Budget’. **2-3**
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- (b) Explain the reasons for the Conservatives' opposition to the Budget of 1909. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. the increased taxation of the wealthier classes proposed, or the context of reducing the powers of the House of Lords with its in-built Conservative majority whichever party was in government. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the loss of the ability of the Party to use the Lords to amend/reject Liberal legislation (as it had done on education, plural voting, licensing and land), opposition to (and outrage by some Unionists at), the 1909 Budget proposals to introduce super tax, taxes on land and its sale, also on cars, and increases on drink and tobacco. In future the main burden of tax was to fall on the wealthy and especially landowners including their 'leaders' in the Lords. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. a holistic response covering most of the reasons listed above (in Level 2) with an understanding that Balfour and the Conservatives saw Lloyd George's Budget as not only an attack on the wealth and privileges of the wealthy, but also as establishing the supremacy of an elected House and Liberal government over the House of Lords, and thereby threatening the privileged position of the Conservative Party with its massive majority in the unelected House. The struggle was also between increased democracy and retention of political and economic advantage, with the Conservatives (in varying degrees of intensity) defending the latter. **6-7**

- (c) Was the constitutional battle of 1909 to 1911 the most important factor in explaining the reduced emphasis on social reform by Liberal governments during the years 1910 to 1914?
Explain your answer. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or**
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of some 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

In spite of the Lords' rejection/severe amendment of certain bills, on education and licensing laws particularly, much social legislation was allowed through and most of it occurred before the Budget and constitutional battle of 1909-11. The effectiveness of the social reforms both overall and individually is debatable, but most of them had beneficial effects before 1909 for some of those they were designed to assist. The relevant legislation before the 1909 constitutional battle was mainly for children on school meals, school medical inspections, under the 'Children's Charter', and also in relation to working conditions and welfare through the Merchant Shipping Act, the Workmen's Compensation Act, miner's working hours, introduction of labour exchanges, and Trade Boards to regulate the sweated industries.

However, the most important social reform before 1909 was the introduction of old age pensions. The scheme was non-contributory, the Lords had allowed it through despite opposition and grave misgivings, but it had to be paid for. This was one of the major items of government expenditure, which Lloyd George had to cover in his 1909 Budget. So most of the social reforms were introduced earlier, before 1909, rather than after the constitutional struggle.

Other factors included the determination of a government and especially ministers like Lloyd George and Churchill (whilst at the Board of Trade before 1910) to introduce beneficial reforms. The government held a moral advantage in having been elected with such a large majority in 1906. Balfour did not use the Lords too frequently to amend or block legislation until the Unionists and the wealthier classes were confronted by what they saw as a blatant attack on their privileged economic position by the People's Budget. The resulting constitutional struggle between Commons and Lords, Liberals and Conservatives, for almost two years firstly over the Budget and then over the Parliament Bill, and through two general elections in 1910, absorbed most of the energy and attention of ministers.

After the constitutional crisis the main social legislation consisted of the Shops Act and more importantly the National Insurance Act. Opposition in the Lords was muted partly because unlike pensions, the National Insurance schemes were contributory, though the taxpayer had to find one element of the contributions. The Liberals had introduced their other main social reforms before 1909 and after 1910 had to rely on the support of other parties in the Commons, especially the Irish Nationalists who demanded central attention by the government to the Home Rule Bill. However, in winning the battle with the Lords and the Conservatives, the Liberals had put themselves in a much stronger political position constitutionally to pass social reforms even though their overall majority had been lost in 1910. In effect, apart from National Insurance, the Liberals and particularly Lloyd George had completed their social reforms, and from 1910 to 1914 without an overall majority, did not wish further confrontation with the Lords, even with the upper house's reduced powers, over and above the struggle over the Home Rule Bill. The attention of the government was

also diverted by the suffragettes' activity and industrial unrest. If social reforms had been introduced to undermine the appeal of the new Labour Party, after 1911 that objective was tackled more by political reform by payment of M.P.s and reversal through legislation of the Osborne Judgement rather than by further social reforms.

Level 1 answers will be thin in information and/or generalised in argument. At Level 2 responses will have fuller descriptive information about social reform and the constitutional battle, but remain limited in range of material and evaluation. Level 3 responses will contain a range of relevant material relating to social reform especially after 1910 and the political struggle with some evaluation of the relationship between them. Level 4 responses will contain a wide range of evidence linking social reform activity and the constitutional battle, evaluating the importance of the latter against other factors in terms of reduced emphasis on social reform after 1910. Level 5 answers will have coherent, overall judgement based on a wide range of knowledge about social reform and the extent to which the constitutional crisis was the most important factor in leading to reduced emphasis on it. There may of course be an argument that the National Insurance Act was so important that in fact there was not reduced emphasis from 1910 to 1914.

Alternative R: Britain, 1895–1951

A2 Unit 5: Britain, 1918–1951

Question 1

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

To what extent do these two sources agree on the fortunes of the Labour Party at local and national levels from the end of the First World War to 1924? (10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

Level 1 answers will be thin in material and/or assertive in argument. At Level 2 answers will give points from the sources. For example in Source A, in one locality, Shropshire, Labour had made little progress. A whole range of reasons is given (Tory intimidation, isolated groups of workers, lack of middle class activists, poor numbers at their events compared with those of the Conservatives, shrewd handling of crises by the Conservatives, failure of the Shropshire rural poor to vote Labour). Some of the reasons will be given as evidence in responses. In contrast Source B sees major progress by the Labour Party, (experience in the War, a new constitution and organisation, a clearer vision, increased number of candidates in the 1918 Election, taking over newspapers, increases in votes gained and seats won culminating in the formation of a government in 1924), though it is principally looking at the national level. Again some reasons for Labour successes will be cited in argument. There will be some appreciation of two very different views and incorporation of some own knowledge.

At Level 3 focus will be on an understanding of the clear differences in the two sources about Labour's fortunes during the period. There should be clear indication that Source A deals with just one local part of the country, whereas Source B looks at the national picture of Labour's progress; and/or appreciation that Shropshire was mainly a rural county (although the towns of Ludlow and Shrewsbury feature), whereas Labour's growing support was principally in the major industrial cities and London. However, some of the points made in Source B relate to the local level also and specific reference is made to the improvement of

Labour organisation at a local as well as at a national level. Own knowledge, e.g. the leadership of MacDonald, an enlarged electorate, their appeal in the Elections, (with Labour falling back rather than progressing in 1924) will be integrated to support or qualify views given in either source. Level 4 responses will contain a sustained judgement of the extent of disagreement/agreement with selective, relevant material from own knowledge to support the essential focus on a comparison of the detail and overall messages of both sources.

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

‘It was more the problems encountered by the two main Parties than the growth of its popular appeal which enabled the Labour Party to form a government in 1924.’

Assess the validity of this view. (20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

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

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

Indicative content

This is a synoptic question and reward should be given for argument which achieves balance in considering the relative significance of Labour’s popular appeal (including both its strengths and weaknesses), in relation to problems affecting both the Liberal and Conservative Parties. Source A indicates the reasons why Labour was in a weak position in comparison with the Conservatives, but it looks at just one English county which was rural. Source B records positive factors accounting for Labour’s post-war successes. Own

knowledge will be required to expand on the positive appeal of, and also negative factors for, Labour, e.g. attractiveness to a working-class electorate, fear of socialism/communism especially after the Russian Revolutions. There may be an elaboration of factors mentioned in Source A and Source B, such as the difficulty of organising in all parts of the country or the effectiveness of propaganda (*Daily Herald*).

Source C gives the 1923 Election results showing the Tories clearly in first place with Labour second. The Conservatives were clearly the most successful party in that Election, but unable to command a Commons majority. Instead the ‘Free Trade Parties’, of which Labour was the more successful, could be said to have won. There needs to be explanation as why Labour, as the larger of the ‘Free Trade Parties’, was able to form a minority government following the results of the 1923 General Election. Own knowledge will be needed to illustrate the problems of the Liberals in the period with their division effectively into two parties, the Asquith loyalists and Lloyd George’s Coalition Liberals until 1922. Despite the Conservative’s dumping of Lloyd George in 1922 the Liberals were still perceived as a divided party, and much of their working-class support had, and continued, to haemorrhage to Labour. One view is that the Liberals had gone as far as they could in their appeal to a democratic electorate and especially the working classes, and their demise was hastened by the division beginning in 1916, with their role in the British electoral system being taken by Labour. This period saw the decline of the Liberal Party and the rise of Labour. The Conservatives, however, looked in a strong position with the end of the Coalition in 1922, but became divided partly over leadership and mainly over the issue of protection. This led to Baldwin’s principled decision to return to the electorate in 1923 and find protectionist policies rejected by a majority.

Level 1 answers will use material from own knowledge or the sources, which will be thin and mostly descriptive. At Level 2 material will be fuller in terms of information, but lack range and depth and/or will be assertive in argument. Level 3 responses will contain evidence from the sources and own knowledge, (though not necessarily equally), considering Labour’s popular appeal, and problems encountered by both the Liberals and Conservatives. Level 4 answers will cover all aspects of the question, have consistent analysis and make clear judgements about the issues for all three parties. At Level 5 there will be conceptual awareness with sustained judgement based on a wide, selective range of evidence.

Section B

Questions 2-7 are synoptic in nature and the rewarding of candidates’ responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

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

Target: AO1.1, AO1.2, AO2

L1: ***Either***

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

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than

assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: *Either*

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

Or

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

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

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

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

Question 2

‘Unemployment in Britain between the two world wars was caused more by the long-term decline of the staple industries than by short-term factors during the period.’

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

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 focus should be on a synthesis of the relative importance of the decline of the staple industries and short-term factors in causing unemployment in this period. The four great staple industries, textiles, coal, iron and steel, and shipbuilding had dominated Britain’s exports before 1914 and briefly during the short-lived boom after 1918. Only limited investment was made to help their revival after the War. Crucially, staple exports were no longer in such great demand following abandonment of most exports during the War, and the establishment of severe competition in the pre-war markets. Moreover oil and electricity began to replace coal as a source of power, artificial fibres (e.g. rayon) reduced demand for textiles, and greater carrying capacity in ships reduced orders for new ones. Generally their

was poor management in the staple industries to accompany the lack of modernisation of equipment and methods, most noticeable in the old-fashioned coal industry. After the end of the Ruhr occupation in 1924 the German coal industry in the main regained its markets temporarily lost to British producers. Baldwin's government saw off the General Strike and the miners who were in the vanguard of the trade union movement. The almost total backing of the employers by the government further prevented modernisation of the other staple industries as well as coal.

The decline of the staple industries continued through the 1920s with the overall national unemployment figure never below one million. One relatively short-term factor which hit exports from the staple industries hard, particularly coal, by making them more expensive abroad, was the return to the Gold Standard between 1925 and its 'forced' abandonment in 1931. Decline and the rate of unemployment might have continued from 1929 in a similar way to that of the previous decade, but was intensified greatly from 1929-32 with the onset of the "Great Depression". Unemployment became much more serious. By the end of 1930 there were about two and a half million unemployed, and in 1932 over three million. The workers and communities hit hardest were those where the old staple industries dominated, especially in the north-east, industrialised Scotland, and South Wales. Some organised themselves into the National Unemployed Workers' Movement with protests and hunger marches, the most famous being from Jarrow. Undoubtedly throughout the period the decline of the staple industries was responsible for most of the ongoing unemployment. However, it was the collapse of Wall Street and the ensuing global depression, which led to mass unemployment especially in the early 1930s. In Britain many workers outside the staple industries lost their jobs, but not to the extent of shipbuilding, mill and steelworkers, and miners. Gradual overall economic recovery still left two million unemployed in 1935 and well over a million in 1939. Unemployment was not "ended" until after the outbreak of the Second World War.

Short term factors in the form of government policies did little directly to assist the staple industries in dealing with the economic problems from 1929. Mosley's proposed programme, the principles of which later became the basis for eventual industrial recovery in both Britain and the U.S.A., was unacceptable to the Labour government in 1930. The 1931 financial and political crisis worsened the economic situation and even abandonment of the Gold Standard did not lead to the recovery of the staple industries in that year (or indeed for a considerable length of time during the 1930s). Reactive government policies had limited effects in reducing unemployment especially in the staple industries regions. Protection helped British industries in the longer term. Low interest rates helped expansion especially of the new industries. They also greatly stimulated house building with relatively cheap mortgages available. The Special Areas Act of 1934 gave only limited financial aid to areas hit by the Depression. Changes in the dole, including the abolition of the means test, also did little to stimulate economic activity and thereby reduce unemployment from c1935, although again it can be argued that this was a policy 'forced' on government by external factors. Government measures overall were limited with no direct intervention as seen in Roosevelt's New Deal policies. There were wider factors which helped Britain out of depression including the house building boom and re-armament, which were not government policies principally motivated by the aim of reducing unemployment.

New industries, mostly powered by electricity, developed mainly, (though not exclusively), in the Midlands and South. The major developments were in cars, transport especially in London, household and consumer electrical goods, chemicals, large retail stores, cinemas, the 'holiday industry', and, perhaps most importantly, construction, especially of housing. Some unemployed workers did move to areas which were relatively unaffected by unemployment, but the unemployment caused by long-term decline of the staple industries basically remained. Although the world-wide effects following the Wall Street Crash from 1929 were

responsible for the worst period of economic depression and unemployment in the inter-war years were based on the decline of the staple industries.

Level 1 responses will be thin in information and/or assertive argument. At Level 2 answers will be fuller in descriptive information, but still limited in range of material and/or assessment of the significance in causing unemployment of the decline of the staple industries and short-term factors. At Level 3 responses will have clear evidence on the decline of the staple industries together with the significance of short-term factors and especially the Depression following the 1929 Crash. Level 4 responses will have clarity and developed assessment in comparison of the decline of the staple industries with short-term factors as causes. Level 5 answers will contain sustained judgement on the issue supported by a range of selective supportive evidence.

Question 3

“The new media became increasingly more important than newspapers as a means of mass communication in the years 1918 to 1951”

Assess the validity of this statement.

(20 marks)

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 is a synoptic question and focus should be on assessing how far new media over the whole period compared with newspapers in importance as a means of mass communication. Newspapers themselves developed through the period. There were already popular newspapers before 1918, notably the *Daily Mail*, but circulation of these as well as of the middle range (e.g. *News Chronicle*, *Daily Express*, *Daily Herald*) and top (e.g. *The Times*, *Manchester Guardian*) increased considerably. By the 1940s there were few household which did not see a daily newspaper. Similarly local newspapers expanded their circulation throughout the period, although for all papers there were restrictions on newsprint, as well as censorship, during the Second World War. What is certain is that newspapers lost their previously leading predominant position as the most important news and political medium in the age of cinema and radio.

Answers should identify and assess the importance of these new media. In cinema initially both silent films and ‘talkies’ were essentially for entertainment, but communicated with what became a mass audience by the 1930s with huge increases in the numbers of cinemas and sizes of the audience. By the later years of the decade three cinemas a week were opening in Britain. Appeal was particularly to younger adults. Many went to the ‘pictures’ more than once a week and it was affordable by the unemployed as well as those in work. Audiences in the main, though not exclusively, were made up of the working and lower middle classes. For many it became their main social activity. Increasingly, during the decade, newsreels became an established part of the cinema experience and were developed during the Second World War by government for both issuing information (e.g. on air raid shelters and precautions), and for propaganda. The latter certainly continued into the period

of the Cold War through the co-operation of companies such as Pathe News. The medium was visual and therefore probably had more impact than any other on a mass audience.

The major development in mass communications was in radio. It began to provide entertainment in the mid-1920s. Most homes possessed a wireless set by the onset of the Second World War, if not before. It was also used as a news medium. Baldwin was the first politician to use it for political purposes effectively, perhaps particularly successfully during the General Strike. BBC radio was vitally important during the Second World War. Television broadcasts began in 1936, though few could afford the sets and the areas able to receive transmissions were limited. When BBC services began again after the war, ownership of sets was still small by 1951.

It is difficult to argue overwhelmingly for the greater importance of the new media, or even just one, in terms of mass communication over the period. Newspapers, cinema and radio were all significant, even though the first had a considerably longer development than the newer media. Cinema had the advantage of being visual (as well as sound). Radio was entirely sound and the newspaper was limited to the written word with some illustrations and photographs. What is certain is that newspapers lost the pre-eminence they enjoyed at the beginning of the period.

Level 1 answers will have only outline content and/or be assertive in argument. Level 2 responses will have fuller information but still be limited in range and argument. At Level 3 there will be clear information about the three main media with some clear appreciation of the importance of cinema and radio in relation to that of newspapers. Level 4 responses will be clear, developed and balanced in assessing the relative importance of the different media as means of mass communication across the whole period of 1918 to 1951. Level 5 answers will have sustained judgement in analysing the relative importance of the different media.

Question 4

“The Conservatives’ dominance of British politics from 1924 to 1939 owed more to the competence of their leaders than to the appeal of their domestic policies.”
Assess the validity of this judgement. (20 marks)

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 is a synoptic question, which requires argument to achieve balance between consideration of the competence of Conservative leadership and the appeal of their domestic policies through the period, and also requires the consideration of other relevant factors accounting for Conservative dominance. There were just two leaders between 1924 and 1939, Stanley Baldwin (until 1937) and Neville Chamberlain (1937-39). Baldwin was the dominant political figure of the whole period. However, he did not win the Election in 1929, and he was criticised afterwards for the lacklustre ‘Safety First Campaign’ and not being sufficiently robust in opposition in his criticism of MacDonald’s 1929-31 Labour

government. Otherwise Baldwin was in power from 1924-37, even if not actually being Prime Minister from 1931-35. He did win the Elections of 1924 and 1935, and effectively that of 1931 overwhelmingly. It is possible to make a strong case for Baldwin's competent leadership being the most important factor in accounting for Conservative dominance. His moderate leadership attracted voters. He had an image of a country gentleman, who loved his country. He was an effective speaker and used the new medium of radio. He undoubtedly showed political skill to deal with many of the important issues of the period such as the General Strike, the establishment of the National government in 1931, and the Abdication crisis. It can be argued that he also handled the re-armament issue effectively in the face of Italian and German foreign policies, (although the line on Abyssinia was out of touch with public opinion). Neville Chamberlain had been successful as Health Minister and Chancellor, but as Prime Minister was totally associated with appeasement. However, until March 1939 (the invasion of Czechoslovakia), he and his foreign policy remained popular, (witness his reception after the Munich Agreement). For Chamberlain his leadership and foreign policy were inseparable, with domestic policies, except in so far as they were continued from Baldwin's time, having little impact.

Nevertheless, from 1924-39 Conservative domestic policies were an important factor in their dominance, and apart from a brief period from 1929-31 attracted the voters far more than the appeal of the other two parties. Policies were traditional with the biggest division in Britain coming over the General Strike, which the government and employers 'won'. Baldwin rubbed in the victory with the 1927 Trades Disputes Act, which together with economic policy overall may have been significant factors in the 1929 'defeat'. However, competence in economic policy overall was an important factor in bringing Conservative dominance. The Party was judged to be the best one to lead Britain out of the crisis of 1931, even if that meant reversing previous policies on the Gold Standard and Free Trade. Gradual recovery during the 1930s was attributed to cautious Conservative policies, seemingly supported by a majority who remained in employment. The Conservatives continued to dominate particularly in the south and midlands. Apart from economic policy there were important Conservative achievements, e.g. the pensions reform, abolition of the workhouses and changes under the Local Government Act, and votes for women at 21 in the 1924-29 government.

Responses should also indicate that the relative weaknesses of the two rival parties were significant in accounting for Conservative dominance. Even after the Liberals re-united, they had lost electoral ground to Labour, and, although fighting on a clear programme under Lloyd George in 1929, still only won 59 seats. They divided again in 1931 and became a very small party within the Commons during the 1930s. On the other hand Labour did spectacularly well in becoming the largest party in 1929, but was unable to handle the 1931 crisis, split, with its Prime Minister and Chancellor joining the National government, and suffered an overwhelming defeat in the 1931 Election. There was partial recovery in 1935 with a gain of over 100 seats.

Level 1 answers will contain only outline information and/or be assertive in argument. Level 2 answers will be fuller in terms of factual evidence, but limited in range and argument about the reasons for Conservative dominance. Level 3 answers will contain clear, selective material, from the wealth available, to balance argument about the relative significance of competent leadership and domestic policies. At Level 4 responses will have clarity in assessing the relative importance of the two factors together with some consideration of the relative weaknesses of the opposing Parties. Level 5 answers will demonstrate sustained judgement throughout and reach a balanced conclusion on the range of factors accounting for Conservative dominance.

Question 5

To what extent was British foreign policy in the years 1933 to 1939 determined more by the public's fear of Germany and Italy than by deliberate government policy of avoiding war at all costs? (20 marks)

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 is a synoptic question and answers should weigh the arguments about fear against that of avoiding war at all costs. They should consider appeasement of Italy as well as Germany. Government policy was considerably influenced by the public mood. Many in Britain, including ministers and M.P.s, did not wish to experience anything like the Great War again. Much of public opinion was anti-war, some of it pacifist, at least for the greater part of this period. Lansbury, as leader of the Labour Party from 1931-35, was a committed pacifist. The 1935 Peace Ballot, organised by League of Nations supporters, revealed that a majority in Britain still favoured disarmament, despite the belligerence of Mussolini in east Africa and Hitler's early defiance of the disarmament clauses of the Versailles Treaty. The famous Oxford Union motion no doubt influenced Hitler, but that university's student body reflected the general desire to avoid another Great War. In turn Baldwin as Prime Minister was extremely cautious about re-armament in the 1935 Election. Certainly there was support for concepts such as the Rhineland being Germany's 'backyard' in government policy. Under Chamberlain avoidance of war in the form of appeasement became a more 'active' policy. Czechoslovakia was seen as being a 'far-away country'. Chamberlain was regarded as a 'hero' in gaining 'peace in our time' at Munich in 1938. What later became regarded as weak diplomatic responses of appeasement (though defensible in the context of the time), to the Abyssinian crisis, the Spanish Civil War, the occupation of the Rhineland, Austria, and especially the Sudetenland, did reflect a policy of avoiding involvement in conflict by government. Churchill and other opponents of appeasement remained a minority in the autumn of 1938. Overall to that point British government policy had essentially been reactive to Italian and German aggression and had been conciliatory, e.g. the Hoare-Laval proposal for division of Abyssinia, gentleman's agreement over intervention in Spain. The Anglo-German naval agreement in 1935 not only gave de facto approval to some German re-armament, but also broke the terms of the Treaty of Versailles. Even later in 1939 Chamberlain would not enter serious negotiations with Stalin about Germany's aggressive policies.

British policy went a long way to avoid war, but ultimately not at any price. Re-armament had, in fact, been stepped up under Baldwin following the formation of the Stresa Front (despite the Anglo-German Naval Agreement and Churchill's scepticism about what Baldwin was doing in re-arming), and increased after the formation of the Rome-Berlin Axis. Chamberlain himself was prepared to fight over the Sudetenland against any blatant German aggression, if Hitler did not agree to settle the dispute by negotiation – as happened ultimately. He intensified re-armament after Munich. From March 1939, when Germany occupied the remainder of Czechoslovakia, Chamberlain made clear, if impracticable, commitments to Poland, Romania, and also Greece which was threatened by Italy.

Public opinion as well as government policy also clearly changed after the occupation of Czechoslovakia with realisation that appeasement, especially in relation to the fate of that country, had failed, and became more sympathetic to Churchill's warnings. By September 1939 the government reluctantly regarded war as the required response if Hitler would not withdraw from Poland. For most of the 1933-39 period British governments, particularly that of Chamberlain, attempted to maintain peace by non-action (apart from diplomacy), or capitulation to aggressive demands. There was a public fear of war, especially with Germany, e.g. 'the bomber will always get through', evidence of Guernica, and the results also of use of Japanese and Italian weaponry in China and Abyssinia respectively. However, British governments of the period and especially Chamberlain genuinely wanted to avoid war, pursued reactive policies, but ultimately not for peace 'at any costs'. In general the public's fear changed concurrently with the government's changed policy from the spring of 1939. Fear was still there, but failure to act to oppose Germany was seen as a worse alternative than taking a stand over Poland.

Level 1 responses will be thin in information and/or assertive in argument. At Level 2 answers will be fuller in descriptive information, but still limited in range of material and/or assessment. At Level 3 responses will have evidence on the public's fear and the objective of British foreign policy, with an attempt at evaluation. Level 4 responses will have clarity and development with use of selective evidence in comparison of the public's fear of aggression by both Italy and Germany, and how far there was a deliberate government policy of avoidance of war at all costs. Level 5 answers will demonstrate sustained judgement throughout and reach a balanced conclusion. There may be consideration of relevant parts of the historiographical debate on appeasement.

Question 6

"Nationalisation of key industries was a more important achievement of the Labour governments of 1945 to 1951 than the establishment of a welfare state."

Assess the validity of this statement

(20 marks)

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

Focus should be on the relative merits of nationalisation and the establishment of a welfare state by the Labour governments during this period. Nationalisation of "the commanding heights of the economy" was central to Labour proposals in 1945. Effective nationalisation of some industries and services during the Second World War had diminished competition but improved output. However, there were mixed results from Labour's nationalisation. Those of the Bank of England and electricity were not too controversial, and in the case of electricity led to improvements in supply and quality. Similarly nationalisation of gas led to improvements in an industry that had lagged behind that of electricity. If nationalisation of electricity and gas was generally accepted as improvement and appeared to be popular, critics

argued that nationalisation of the railways and road haulage produced worse services. There is evidence on either side of the arguments to whether rail services for passengers and freight were better during the 1930s or from 1947-51, the latter period seeing development from the wartime control of rail transport. Nationalisation of the coal industry was certainly popular with the miners, but to the public in general it became associated with fuel shortages as nationalisation implementation coincided with the bad winter of 1947. Apart from Conservative opposition at the time, much of the nationalisation seemed to be welcomed, (or at least not opposed), by the public. However, the nationalisation of the steel industry was controversial. It was quite different from coal. It was a successful industry in private ownership and had relatively good labour relations with little demand from its workers for nationalisation. Opposition from the Conservatives in the Lords led to delay and amendment. Steel was the only Labour government relative failure in terms of full nationalisation of an identified industry during the period. Generally, and in spite of Conservative opposition at the time, the nationalisation (except of steel) by Labour was widely accepted and consensus led to the following Conservative governments leaving it in place (during the 1950s and 1960s). State control and effective ownership were clearly an important achievement by Labour.

However, many would argue that the establishment of a welfare state was even more of an important achievement. The 1945 government was determined to respond to the *Beveridge Report* by establishing a welfare state. Measures included the National Insurance, Industrial Injuries, and National Assistance Acts, but the central and most expensive creation was the National Health Service. Costs were a major issue from the establishment of the N.H.S onwards, but Attlee and Bevan defended the necessity of the new health system. Standards of health, particularly of children, were much improved even by 1951. Access to free treatment, medicines and medical aids helped millions, but the costs outstripped the budget. Although Bevan and Wilson resigned at the introduction of prescription charges in 1951, Gaitskell was determined to keep the N.H.S, perhaps the greatest achievement of the Labour governments, intact, but reduce demand for medicines and aids

Overall improvements in the health of the nation, even by 1951, were clear. Whether production levels, labour relations and services would have been better without nationalisation is a matter only of speculation and might have varied in each industry as it did before 1939. What is clear is that both nationalisation and the establishment of a welfare state were considerable achievements in the context of post-war dislocation, and severe economic and financial problems.

Level 1 answers will be thin in factual content and/or assertive and generalised. At Level 2 responses will contain fuller information, although evaluation of the relevant achievements will be limited. Level 3 answers will cover the central aspects, nationalisation and establishment of the welfare state, although evaluation of their relative importance as achievements will be limited or partial. At Level 4 answers will have coherent explanation with a balanced conclusion on relative importance with recognition that ‘achievement’ can be questioned, e.g. differences between particular nationalised industries, costs of the N.H.S. Level 5 answers will provide sustained judgement and comparison, consider a range of evidence and justify a balanced conclusion.

Question 7

To what extent did Britain's limited role in the reconstruction of Europe from 1945 to 1951 reflect her loss of international pre-eminence in military and political matters?

(20 marks)

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 synoptic demands require a balanced consideration of the extent to which Britain's limited role reflected her loss of pre-eminence. Assistance with economic recovery was concerned just with Western Europe and was extremely limited because of Britain's own requirements for economic recovery after the war. Western European economic recovery, including that of Britain, was derived from American aid. Britain gained an initial large loan and easing of payments on the Lend-Lease debt, but the real recovery came only in 1947 with Marshall Aid, from which Britain gained more than any other country. Marshall Aid was linked to the political and military policies of the Truman Doctrine. Improved standards of living in Europe were aimed to make communism appear less attractive. Bevin, as Foreign Secretary, was instrumental in responding to Marshall Aid and the formation of the O.E.E.C in 1948 to administer the programme of economic recovery. Receipt of Marshall Aid implied co-operation with the U.S over the Truman Doctrine and Cold War in Europe.

Churchill had advocated closer European union at the end of the Second World War and was the first to use the term 'Iron Curtain'. Bevin was determined that Britain should still play a significant role in international affairs alongside the two superpowers. Britain developed closer, direct political and military links with her near continental neighbours in the Dunkirk (1947) and Brussels (1948) Treaties. Initially these 'alliances' were aimed at a possible revived Germany, but in practice the U.S.S.R became the enemy. Britain joined the new Council of Europe in 1950, but Attlee's government ensured that it had little positive role and vague aims. Crucially important, politically and militarily, were the communist coup in Czechoslovakia and the Soviet blockade of Berlin in 1948. Stalin reacted to the close union of the western zones in Germany and Berlin. The military co-ordination, particularly of the U.S.A and Britain, (recalling Second World War co-operation), in defeating the blockade led directly to the establishment of N.A.T.O. It gave collective security to its members and implied collective action, if necessary, against the U.S.S.R. It led to Britain's involvement in the Korean War in the belief that communist success in the Far East could lead to new aggression in Europe. Overall the U.S.A took the lead in both the economic recovery and political/military measures to reconstruct Western Europe in the period, but Britain was her closest ally in all of these aspects. Her input was made decidedly greater in political leadership and military commitment given the help with her own economic revival. Britain's role, therefore, in the reconstruction of Europe was limited, but in some ways more extensive than might have been expected in 1945 at the end of the War.

The full extent of Britain's loss of pre-eminence was not fully appreciated by many at the time, especially as Britain had been on the victorious side in the War with Germany and Japan. It was her two main allies, which had emerged as the 'superpowers' despite the Labour government's determination to develop nuclear weapons. In the Cold War, e.g. in the Berlin Blockade and formation of N.A.T.O, Britain played an important but subsidiary role,

both politically and militarily, in the opposition to the Soviet Union. However, economic problems and financial difficulties forced the withdrawal of British military help to the Greek and Turkish governments in 1947. Those factors might have forced a similar withdrawal from India and Palestine if the Labour government had not in any case already decided to withdraw from both. In fact British withdrawal from India was the most significant retreat of British power in the twentieth century up to that time and, even if part of Labour government policy, was a reflection of Britain's loss of pre-eminence as an international power. Withdrawal did allow her to pay more attention to Europe than otherwise might have been possible. It was, after all, from Europe that war had originated in 1939 and near invasion in 1940.

Level 1 will be thin in factual content and/or assertive in argument. Level 2 answers will have fuller information, but still be limited in evaluation of Britain's role in the reconstruction of Europe. At Level 3 responses will be clear about Britain's role in the reconstruction with links to her loss of pre-eminence and cover both military and political matters. Level 4 answers will consider how limited (or extensive) Britain's role was within a clear and developed context of reduced international power to provide an informed and balanced synopsis. At Level 5 responses will provide a wide range of evidence to support sustained judgement and balanced conclusion.

Alternative R: Britain, 1895–1951**A2 Unit 6: Changes in the Provision of Education, 1918–1951****Question 1**

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

Assess the validity of the view in **Source A** about the obstacles faced by working-class children in acquiring secondary education. (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 will summarise the content of the source and/or contain limited knowledge about elementary schools being for working-class children and secondary schools being for the middle classes, and/or be assertive in assessment. At Level 2 there should be explanation of some of the obstacles contained within the source: secondary schooling ‘historically hostile’, not being entered for the scholarship examination, cost and possible alienation. Own knowledge should be used to elaborate on those issues (and/or to consider others). The broad tradition had certainly been secondary education for the middle classes and elementary education for the working classes. The vast majority of working-class children were not entered for the scholarship exam/11+ in 1918, though many more were by 1939. Costs were often too great for parents, though some made the sacrifice. They were particularly difficult for parents in the depressed areas during the 1930s, e.g. with a means test for payment of fees. Gaining a grammar school place could lead to successful working-class children moving into a different cultural as well as intellectual ‘world’. The further development of tripartism after the 1944 Act and the abolition of all fees did lead to more working-class children in grammar schools and all children went to some kind of secondary school.

At Level 3 answers will acknowledge the validity of the view in the source in identifying some of the most significant of the obstacles faced by working-class children and thus helping to keep elementary education as ‘the norm’, but also make use of own wider knowledge. There were other factors such as low proportions of places in secondary education in some areas, notably the rural shires, and opposition in some grammar schools to children who ‘lowered the tone of the school’. The latter led to some ‘dropping out’ from secondary education at the age of 14, if not before, with children returning to elementary

education. However, the inter-war situation did change over the period with the ‘Hadow re-organisation’ leading to more working-class children in grammar schools, but most, (in re-organised areas), going to modern schools or remaining in senior classes where the educational culture remained more elementary than secondary. There should, however, be recognition of the limitations of the source. It does identify some of the most important issues, but there were others, and there was change during the inter-war period which saw increasing numbers of working-class children receive more than the traditional elementary curriculum and in a wider range of institutions (‘modern’ schools, senior classes).

Level 4 answers will contain sustained judgement on the validity of the view in the source, using own knowledge to make a clear judgement. The source contains a brief, but perceptive analysis of the major issues, though for the inter-war period as a whole consists of an overall generalisation. There is nothing on the wartime changes brought about by necessity (e.g. evacuation of children and indeed whole schools). Although the source begins by mentioning tripartism, it does not deal with the 1944 developments in the school system and confines itself essentially to the inter-war period. There will be a clear and well justified conclusion based on a range of evidence, (Aldrich, Gordon et al).

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

How useful is **Source B** as an explanation of Conservative Party policy on school education during the inter-war years? (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

Level 1 answers will summarise the extract paraphrasing some of the features of Conservative policy on education from 1918-39. At Level 2 there should be some explanation of most of the main elements of Conservative policy given in the source, (e.g. all children entitled to a basic education to 14, compulsory education beyond that age an infringement of rights of the individual, costs of education had to be controlled, social control through elementary education and the scholarship route as a safety valve). Some own knowledge should be utilised to address the utility of the source as a summary of the main attitudes. The views expressed are generalisations about Conservative policy, and while being defensible as such, do not cover all aspects, e.g. the expansion of numbers of working-class pupils receiving at least some education higher than elementary level, including more in grammar schools during the 1930s.

At Level 3 there will be clear consideration of views in the source as an explanation of Conservative policy in the context of developments during the period, e.g. ending of part-time education until the age of 18 by the Geddes Axe; Conservative blocking of the raising of the school leaving age to 15 by the second Labour government; continued emphasis on the rights of the parent, whereas Labour and progressive educational thought focussed on the educational needs of children; restraining expenditure on education at central and local levels, most obviously seen in the Geddes Axe; and 1931 cuts including the introduction of the means test for free/scholarship places in the grammar schools. Many Conservatives did continue to support a class-structured system in English education by resisting extended (and better) education for the working classes, gradual elimination of elementary schools and concessions on payment of fees, but there were changes in the two decades after the First World War which had seen the lowering of some class barriers. There were essentially Conservative governments during the 1930s, but this decade saw strong moves to at least some kinds of ‘secondary education for all’ with re-organisation along Hadow lines and increased numbers of working-class children allowed through the ‘safety valve’ into grammar schools, even if they were often isolated in ‘the scholarship class’. Responses will see some limitations of, and omissions from, the source. It deals primarily with elementary/working-class schooling rather than education in the period as a whole and says little about secondary education or its new post-Hadow forms.

Level 4 answers will focus consistently on evaluation of the utility of the source as sufficient explanation of Conservative policy. There will be sustained evaluation of a source, which gives an overall generalised view with appreciation of its limitations in terms of specific evidence. For example perceptive responses at this level may argue that social control through the elementary school was replaced by social control through a changed structure of schools, which still gave working-class children an inferior education, (Gordon et al, Aldrich, McCulloch).

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

“There was major progress through the inter-war years in changing the impact of social class on the kind of school a child attended.”

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

Answers should utilise both information in the sources and own knowledge to judge the validity of the view in the quotation. Source A gives a view that elementary education remained the norm for working-class children. In fact this was the case if modern schools and senior classes in elementary schools are regarded as being within ‘elementary provision’. They were staffed by teachers trained for elementary schools, followed a curriculum that was different from that of the grammar schools and, above all, were populated by working-class children. Source B gives a view of Conservative education policy which recognised entitlement for all to a basic education to the age of 14, but after that it was a matter for individuals. Expenditure on education was to be strictly controlled and limited, and had social control as its primary purpose, although the brightest elementary, i.e. working-class pupils, would be allowed into secondary education alongside the middle classes. In practice this approach involved essentially the continuation of a class-structured education system despite the changes that took place between the wars. In the main the working classes would continue to receive basic elementary education to the age of 14. The brightest and those for whom parents were willing and able to make financial sacrifices were allowed to join the middle classes in the grammar schools through scholarship and free place schemes. Essentially Sources A and B are negative about progress being made in terms of entry of working-class children into secondary middle class education.

On the other hand Source C sees considerable progress in the increase of working-class children in the secondary grammar schools. It emphasises not only the expansion of numbers in secondary education overall, but also that the proportion of working-class children in the grammar schools also increased. The number of free places increased and the Source provides statistics to support the argument to the point in 1938 where well over half the children in secondary schools, (essentially grammar schools), were not paying full fees. It concludes that ‘the dominance of the middle class in secondary education was slowly challenged’. However, it is not clear from the Source how many, or what proportion of those exempted from full fees, or who had just partial exemption, were genuinely from the working classes rather than the (lower) middle class. Certainly it is clear that many middle class parents began to use partial exemption and were prepared to undergo the means test when the Special Place system replaced the full exemption free place scheme as part of the 1931 crisis actions.

From own knowledge answers should focus on the issue of whether major progress was made in changing the class-structured system. Improved education for working-class children was provided after the 1918 Act with compulsion to the age of 14 with part-time education in continuation schools until the age of 18. The latter provision was a victim of the Geddes

Axe, and in any case, the 1918 Act did not directly tackle the issue of a class system of schools, although the provision of secondary schools and places expanded. Attempts by the first Labour government to raise the school leaving age and restore continuation schools were defeated, but it did requisition the *Hadow Report*, published in 1926. This had the most significant effect eventually in not only beginning re-organisation, and what became real improvements for the majority of working-class children by 1939, but also in so doing, clearly breached the traditional concept that the working classes attended elementary schools and secondary education was for the middle classes. It recommended six years of primary education followed by secondary education for all to 15. Most secondary education, however, was to be in new ‘modern’ schools which were to have a ‘realistic’ and ‘practical’ bias. A minority would continue to be educated in grammar schools to at least the age of 16, but the scholarship system (with tests at age 11) would be extended so that more able working-class children reached grammar schools. The Labour government of 1929 attempted to legislate for change in line with Hadow principles. All three of their Education Bills were defeated. Nevertheless, even before the end of that government and then under the National Governments after 1931 (initially influenced by MacDonald), gradual reorganisation along Hadow lines took place. Progress would have been faster but for the Depression, and progress depended considerably on the attitudes of individual L.E.A.s with those in the cities being the most progressive. The Board of Education supported re-organisation, essentially along tripartite lines when the process speeded up during the later 1930s. The *Spens Report* of 1937 added the third type of school, technical, to grammar and modern. However, by 1939 there were few technical schools and the grammar schools still catered for only about 20% nationally of the relevant age group. Most children in them were middle-class. In some instance the ‘scholarship/Special Place class’ was still separate from the fee-payers. About 80% of working-class children remained with what was still perceived as the elementary curriculum in modern schools or senior classes of elementary/primary schools. Overall there had been improvement, but more rapid advance had been frustrated along the way, especially the objectives of Fisher, the two Labour governments and members of the Hadow Committee. It was, however, the last which had made progress in making the class structure of English school education less rigid, but to call the progress ‘major’ is probably overstating the case. The public schools catering for the upper and upper middle classes remained outside the ‘state’ system and untouched.

Level 1 answers will consist predominantly of limited description of some changes and/or assertion. Level 2 responses will have fuller information, but will remain assertive and/or generalised in argument. At Level 3 answers will contain relevant information from the sources and wider own knowledge to evaluate progress in terms of the impact of social class from 1918-39. Level 4 responses will provide a wide range of evidence and argument to consider whether the changes through the period did constitute major progress. Level 5 responses will show conceptual awareness of the degree of progress in a context of wide knowledge about the impact of social class on the type of school attended by children over the whole period, and reach a balanced conclusion (Aldrich, Gordon et al, McCulloch).