



## **General Certificate in Education**

# **AS History 5041**

## **Alternative K Unit 1**

# **Mark Scheme**

*2007 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2007 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners**

---

#### **A: INTRODUCTION**

The AQA's AS 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 level candidates for a number of years.

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

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

---

**B: EXEMPLIFICATION OF 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: DECIDING ON MARKS WITHIN A LEVEL**

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

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

So, is the response:

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

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

---

**June 2007**

**Alternative K: Social and Economic History, 1870–1979**

**AS Unit 1: Social and Economic History, 1914–1939**

**Question 1**

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

Explain briefly the importance of ‘depressed areas’ (lines 8–9) in the context of Britain in the years 1919 to 1939. (3 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates basic understanding of the issue using the source, e.g. that depressed areas were ones with high unemployment. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. that depressed areas, mainly in Northern England, had a population which was suffering poverty due to unemployment and that there were political disturbances as a consequence of economic deprivation. **2-3**

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

Explain how **Source C** challenges the view put forward in **Source B** regarding the effectiveness of the Government’s response to the problems of poverty facing Britain in the years 1919 to 1935. (7 marks)

*Target: AO1.2, AO2*

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

- L1: Basic statement identifying the views expressed in the sources based on the content of the sources, e.g. extracts relevant information from both sources, simply stating that Source C refers to working class needs being neglected whereas Source C suggests that the government’s policies had led to real improvements in the lives of working people. **1-2**
- L2: Developed comparison of the views expressed in the sources, based on content and own knowledge, e.g. develops the contrast and explains that Source C is referring to the industrial North where poverty is greatest whereas Source B is focusing on the national picture which includes the more affluent Midlands and South East of England. **3-5**
- L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent to which Source C challenges Source B, e.g. that Source B is not only dealing with the whole country but is also looking at the picture
-

towards the end of the 1930s when the housing and consumer goods led recovery, stimulated by the policy of 'Cheap Money' has had an effect in many areas whereas Source C is looking at the period at the beginning of the 1930s when the Depression is at its worst. **6-7**

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

Explain the importance of the failure of government policies on welfare, health and housing, in relation to other factors, in explaining poverty in Britain in the 1930s. (15 marks)

*Target: AO1.1, AO1.2, AO2*

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

- L2: ***Either***

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

***Or***

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

***Or***

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

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

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

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

### Indicative content

The candidates can identify from Source A that housing policy had failed to solve the desperate conditions facing many people. However, from their own knowledge candidates are likely to include the various housing acts and their impact such as the Addison, Chamberlain, Wheatley and Greenwood Acts and may refer to the pioneering work of the London County Council. Source C offers a sharply critical view of government policy in line with the traditional view of unemployed Northerners suffering at the hands of uncaring National Governments dominated by Conservatives and led by Ramsey MacDonald who had betrayed Labour. Source B offers evidence in support of the revisionist view that the policies of government led to real improvements in the lives of those working class people who had regular full-time employment. Candidates are likely to link Source C to own knowledge on the Means Test and the Special



Areas Act. Candidates are likely to demonstrate less own knowledge on the positive aspects of social policy but may point to the impact of the Fisher Act or the rising number of council clinics or to the creation of better housing in areas like Dagenham. Candidates who draw upon their own knowledge to bring out the contrast between Source C which sees force ending revolution and Source B where Orwell, with the disdain of an intellectual socialist, sees revolution as being ended by cheap commodities due to rising living standards are likely to be in Level 4 or 5.

## Question 2

- (a) Explain briefly what is meant by 'declining industries' in the context of Britain in the years 1918 to 1939. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. that it was a group of large industries which were the worst for growth. **1**
- L2: Developed explanation of the term, linked to the context, e.g. coal, cotton, iron and shipbuilding, faced stiff overseas competition and that the level of investment needed to improve was not made. **2-3**

- (b) Explain why the level of unemployment in Britain increased in the years 1929 to 1931. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. lots of people lost their jobs so lots more people lost their jobs with a bald statement referring to the existence of the Wall Street Crash. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. includes other factors such as the way in which the Wall Street Crash led to lower world trade and therefore further problems for export related industries such as cotton. The Crash's impact on British investors may be mentioned. The inaction of the Labour Government which feared money markets collapsing unless it stuck to rigid economic orthodoxy will feature in better responses. The impact of the multiplier may be described. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. is able to provide a link between the impact of the Great Depression and the state of the economy in 1929 or offers differentiation in assessing which regions were affected and to what extent and why. **6-7**

- (c) 'Leaving the Gold Standard in 1931 was the most important reason for the recovery in the British economy in the years 1931 to 1939.'  
Explain why you agree or disagree with this view. (15 marks)

*Target: AO1.1, AO1.2, AO2*

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

### Indicative content

This question brings together all the aspects of the debate regarding the British recovery from the Depression. Level 2 responses are likely to simply concentrate upon the impact of leaving the Gold Standard. To reach Level 3 candidates must begin to address or at least acknowledge a range of explanations for economic recovery, such as cheap money, Protection, imperial preference and, later, rearmament. At Level 4 candidates will offer a balanced conclusion as to the relative importance of the leaving the Gold Standard. The dates allow for rearmament to reach an important level whilst other factors will have less impact on the North, e.g. housing boom in the South spurred by 'cheap money'.

### Question 3

- (a) Explain briefly what is meant by 'the mothers continued to work' (lines 4–5) in the context of Britain in 1918. (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term, largely based on the extract, e.g. that they were employed in war industries. **1**
- L2: Developed explanation of the term, linked to the context, e.g. that it involved significant changes as it had been necessary to suspend normal working practices and restrictions as well as greater tolerance of social behaviour as mentioned in the source. **2-3**

(b) Explain why the First World War led to social change in the years 1914 to 1919. (7 marks)

*Target: AO1.1, AO1.2*

L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. that the need to employ women forced changes in society. **1-2**

L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. that the war challenged the rigid social structures both in the home and in the workplace by removing five million men from civilian life. The war also led to upper and middle-class women experiencing new freedoms as well as social attitudes having to change as expressed in the stimulus. The war also raised the importance of the skilled working class relative to the middle class. **3-5**

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. the war led to social change because without change the old society of 1914 was unable to prosecute the war successfully. **6-7**

(c) 'In the years 1919 to 1939 Britain experienced only limited social change.'  
Explain why you agree or disagree with this view. (15 marks)

*Target: AO1.1, AO1.2, AO2*

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

L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of issues.

***Or***

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

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

Many candidates will start with the changes to women and discuss how, despite their role in the war, the post-war period saw women being forced back into a subservient position. The partial female enfranchisement of 1918 reflected a continuation of pre-war attitudes and the drive to emphasise motherhood, as well as the baby boom, put women back into dependency upon men. There was greater social change amongst the classes with Orwell's *Keep the Aspidistra Flying* neatly encapsulating the declining economic status of the lower middle class though the Depression led to the recovery of the more affluent middle class in the 1930s. Candidates may also point to the failure of government after the Great War to address social needs and therefore the continuing social divide. Others may mention the continuing status of the monarchy or the decline in those able to afford servants as evidence of social change – 25% of Britain changed hands between 1919 and 1925.