



## **General Certificate in Education**

# **AS History 5041**

## **Alternative R Unit 2**

# **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.

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Set and published by the Assessment and Qualifications Alliance.

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

### **AS EXAMINATION PAPERS**

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

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#### **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).

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**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.

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**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.

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**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.

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**June 2007**

**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 ‘a small pension’ (lines 5 and 6) in the context of reducing poverty in Britain in 1908. (3 marks)

*Target: AO1.1, AO2*

L1: Basic explanation of the term using the source, e.g. the sum involved – 5 shillings (25p) for a single person. **1**

L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. further evidence of limitations such as the minimum age with a context of Liberal/Lloyd George’s social reforms and/or payment at the Post Office leading to a clear disassociation with the Poor Law. **2-3**

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

Explain how useful **Source B** is as evidence of why the National Insurance Act of 1911 was so controversial. (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 statement identifying utility/reliability of the source based on the content, e.g. opposition of workers to paying contributions (and the amount), likewise from some employers; opposition to the Bill in Parliament from Conservatives though this was more muted on Part II of the Bill/Act on Unemployment Insurance than their opposition to Part I on Health Insurance. **1-2**

L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. content of the source about the contributory nature of the National Insurance Act, a major measure by the Liberal government causing opposition from some workers, unions and employers. Labour MPs wanted the provision to go beyond 15 weeks in the year and above 7 shillings (35p) a week. Such issues are not mentioned as the source simply gives a bald statement of a provision in the Act itself. **3-5**

L3: Developed evaluation of the source, with reference to the source and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. the National Insurance Act was a crucial measure in alleviating poverty caused by unemployment and poor health, and leading eventually to the advent of the welfare state. As a major innovative measure it was bound to be controversial. At the time, Lloyd George as Chancellor certainly promoted the measure as alleviating poverty caused by specific problems and saw it as a further measure of Liberal welfare reforms. The source does give an important provision from Part II of the Act, which provoked opposition from workers, employers and some Conservative MPs. The source does not contain any extracts from Part I of the Act on Health Insurance, which produced much greater opposition because of its controversial nature with strong resistance in Parliament from the Conservatives (compulsory scheme, interfering with people's lives), and also from workers/unions because there was a flat-rate contribution (4d a week). Focus on Part 1 of the Bill/Act meant that Unemployment Insurance received less attention. **6-7**

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

'The National Insurance Act was the most important welfare reform for its citizens by the state during the years 1905 to 1914.'

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 *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 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 provides a context of protection of citizens introduced by the state, with reference to the overall position up to 1914 and to some Liberal measures after 1905 including insurance against sickness and unemployment. The conclusion is that state action had been limited and focused on those who could not help themselves. Much of the doubling of spending on social services under the Liberals referred to in the source was due to National Insurance which was, of course, contributory. Source B does reveal the innovative contributory nature of the scheme, though the payment was just seven shillings a week for 15 weeks (in any one year) only. Before, of course, there had been no such payments. Own knowledge can be used to illustrate further limitations (and merits) of the Act with regard to unemployment and health. Source C gives a particular view of the motivation, to detract from the appeal of Socialism, for introducing the National Insurance Act, but acknowledges its importance as a welfare measure. Own knowledge should be used to place the National Insurance Act in the context of state welfare measures by the Liberals in the period and assess how important it was in the context of other reforms. Candidates may legitimately challenge whether National Insurance was the most important welfare reform. Focus should be on that sickness and unemployment measure, but in a context of other social reforms, out of which, arguably, the other highly important one was Old Age Pensions, but there was a plethora of other social/welfare legislation including the Workmen's Compensation Act, Children's Charter, school meals and medical inspections, Trade Boards and Labour Exchanges. More marginal in terms of welfare were improvements for merchant sailors and miners (and possibly consequences of trade union legislation). Many of the other reforms had limitations in effectiveness, for example the conditions for receipt of a pension. However, the consensus view is that (possibly together with pensions) the National Insurance measure in tackling the problems of poor health and unemployment, however limited, was the most important welfare reform introduced by the state between 1905 and 1914. Relevant material will be selective rather than comprehensive.

Level 1 answers will be thin in content and/or assertive in argument. Level 2 responses will have some limited understanding of the importance of the Act in the context of wider reform measures by the state in the period. At Level 3, answers will utilise both sources and own knowledge to explain the relative importance of the Act. Level 4 responses will have a solid range of evidence linking the central issues of the question with its wider context of welfare reform for its citizens by the state. At Level 5, answers will have full integration of material from the sources with own knowledge to support a balanced argument about the limitations and the importance of the National Insurance measure in the precise context of the question.

## Question 2

- (a) Comment on 'our power and influence in our colonies and throughout the world' in the context of Britain's international standing at the end of the nineteenth century. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. Britain's world role given the great extent of the British Empire (with colonies/dominions in every habitable continent). **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. examples of power and influence from the extent of empire and/or areas of colonies based in a context of Britain having the largest of the imperial empires; and/or Britain complementing and securing the extensive overseas empire by being the world's strongest naval power; and/or in a state of splendid isolation

based on imperial strength and worldwide strategic and economic interests (until the very end of the century when that 'policy' was questioned during the Boer War in South Africa). **2-3**

- (b) Explain why Britain began to feel that her empire was under threat in the years 1898 to 1902. **(7 marks)**

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. the Fashoda clash, or the early signs of a large German fleet emerging, or Britain's isolation during the Boer War. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. military difficulties in the Boer War, isolation and condemnation by all other European powers of the war in South Africa; hostility from France (especially in 1898 over the Sudan) and Russia in the Far East (with continued possible threat to India), as well as from Germany. The Kiel Canal was opened, von Tirpitz was at the head of the German Admiralty, the initial blueprints for the German fleet were established and the Kaiser had been particularly condemnatory of Britain in the Boer War. Splendid Isolation began to appear dated. The alliance with Japan was signed in 1902, directed against Russia to safeguard British imperial and naval interests in the Far East. **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 view containing a wide range of factors and demonstrating that Britain's concern was derived from the policies of more than one rival power. There may be reference to Chamberlain's (and others') failure to secure an alliance or agreement with Germany, Britain's exclusion from both European 'camps' and to foreign policy being directed by Lansdowne rather than Salisbury. **6-7**

- (c) Was the challenge to Britain's international pre-eminence by Germany the most important factor in explaining Britain's changing relations with France and Russia in the years 1904 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 of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

### Indicative content

The ententes came about largely because of the perceived threats from Germany. These threats continued from around the beginning of the century and led particularly to the ententes 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 official agreements about ending quarrels over imperial interests, but provided Britain with friends rather than allies as Splendid Isolation was abandoned to help deal with the perceived threat from Germany to the empire as well as Britain herself. Reference may be made to the roles of Lansdowne and Edward VII (and possibly Delcasse) in leading to the 1904 entente and to that of Grey in the making of the Russian entente. Britain’s reaction to Germany over the Moroccan crisis and support of France in 1905–1906 centred on fears of the German naval threat and 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 one factor in leading to the Russian entente in 1907. More significantly, defeat by Japan in 1905 meant that Russia was no longer seen as a realistic threat to Britain’s imperial interests in the Far East (and India). However, relations with Russia were never that friendly and many Liberals found it difficult to accept Britain’s association with an autocratic state. Little support was given to Russia over the Bosnian crisis, nor indeed in the final crisis in summer 1914. On the other hand, Britain backed France totally over the Agadir crisis when Britain’s world role seemed threatened by Germany. Military agreements were made with France about the possible deployment of the B.E.F and especially important were the naval agreements concerning patrolling of the North Sea, English Channel and Mediterranean Sea after the failure of the Haldane mission to Germany. The naval threat from Germany, especially the race in building ‘dreadnoughts’, was perceived as the greatest menace to Britain’s pre-eminence, which was linked to the security of the empire where so many of Britain’s strategic and economic interests were based. However, the naval race and the threat to empire were not the only elements in the challenge to pre-eminence in pushing Britain to align herself increasingly more closely with France (and, to a limited extent, Russia). There was colonial rivalry at local level in eastern and southern Africa, industrial and commercial competition, the alliances and ententes in themselves were perceived as ‘armed camps’, and there were crises, especially over Morocco. Many of these were inter-linked. 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 the main factor in the challenge to Britain’s pre-eminence. 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). The Kaiser and Germany came to be seen as greater threats to Britain than her traditional enemies of France and Russia.

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 importance of the challenge to pre-eminence. Level 3 answers will contain some detail on the challenge from Germany in explaining Britain’s changing relations with France and

Russia in a clear, if limited, attempt at evaluation. Level 4 answers will contain a wide range of evidence with a balanced consideration of factors involving all four states. Level 5 responses will contain coherent overall judgement based on accurate, if selective, evidence over a range of issues.

### Question 3

- (a) Comment on 'conscientious objection' (lines 3 and 4) in the context of Britain's military service policies during the First World War. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. the issue of men refusing to fight/join the armed forces, or possible examples such as Quakers, socialist pacifists. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. an issue after the introduction of 'full' conscription in January and May 1916 with objectors given little sympathy, alternative work offered, but with a minority refusing this and suffering degrading treatment in gaol and a few initially forcibly sent to the Western Front. There may also be a context of the 'white feather' practice right from the beginning of the war. **2-3**

- (b) Explain the reasons for changing attitudes towards religion and morality in Britain during the First World War. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. questioning the existence of a (caring) God especially after the Somme, increased attendances in churches during the war whilst leading to longer-term decline, increasing use of contraception. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. use of religion in propaganda (for King and Country – and God), the Established Church in particular (but also other denominations) preached about the 'Holy War'. Almost all churches had the Union Jack, often above the altar. Given the killing, attendance not unnaturally increased. There was interdenominational co-operation, especially amongst ministers. There was a minority of atheists, agnostics and a huge section of the working classes, which had not attended churches anyway, who questioned whether a God would allow such suffering, or were indifferent to religion. It was, essentially, after the armistice that the fervour and propaganda of the war were questioned, and church-going declined. There was a loosening of traditional morality in sexual relations with likelihood of early death for many men in the armed forces and the greater independence/freedom of women. **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 religion and morality. Some of the reasons listed above (in Level 2) will be given. There may be comment on the war helping to break up traditional nonconformist communities and/or the war experience, in spite of increased church attendance during the war, contributing to the longer-term decline (from the Industrial Revolution) in belief and practice especially by the working classes. The number of divorces rose after the

war. Illegitimate births were still regarded as immoral by the 'respectable' classes including many members of the working classes. **6-7**

- (c) Was the experience of trench warfare, faced by all social classes, the most important factor in bringing about social changes in Britain during the First World War? 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**

Undoubtedly, fighting and facing common dangers in the trenches brought those involved increased familiarity and closer together. There was a class division between officers and men, but many of the former were consumed with protecting their men as well as themselves. Many troops were extremely loyal to their officers. There were of course exceptions on both sides. Loyalty of men often did not stretch to distant generals such as French and Haig. However, the main social changes produced in the war came not directly from the fighting together, but from the necessity of 'mobilising' the whole nation for, and consequences of, a total war. At home, hardly a family was unaffected by deaths and/or disablement/serious injury occurring in the fighting. Often the 'breadwinners' were absent on a temporary or permanent basis. The war left a large number of widows and 'a surplus' of women over men. During the war, government encouraged women into work, and not just in the munitions factories where their welfare provision was improved enormously. Strides forward were made in some professions and other services. Government itself rewarded suffragettes and women generally with the parliamentary franchise in 1918, a social as well as a political change. Many of the other significant social changes took place not simply because of the impact on society of the fighting together in the trenches, but also because of government measures. Amongst significant social changes made by government, some of which were long-lasting, were those implemented under D.O.R.A.

Initially, government encouraged normality, but realisation that the country was involved in total war swiftly led to changes. Pub opening hours were restricted and tax on drink increased. Summer time was introduced. The later introduction of food rationing was induced more by panic buying than serious shortages. The 1918 Education Act raised the school-leaving age to 14 and provided part-time education between 14 and 18 (though the latter provision was short-lived after the war). On the other hand, many of the social changes, some of them rapid, came about because of wartime changes, not directly from the fighting nor direct government action, but through a chain of consequences. There was a marked decrease in the number of women working in domestic service as better paid jobs became available. Women gained higher pay and greater social freedoms. Clothes became more practical for life outside of the home. There was movement towards greater social equality for women in all classes which made a major contribution to the lowering, though certainly not the extinction, of class barriers. Britain remained a class-structured society in 1918, though the war had accelerated or initiated significant social changes. Where there was complete equality amongst social classes was in death and injury (on the Western Front and other theatres of war).

Level 1 responses will contain minimal factual information and/or be assertive in argument. At Level 2, answers will have fuller descriptive information, but remain limited in range of material and evaluation. Level 3 responses will have clear understanding of some social changes and reasons for them beyond consideration of just the fighting in the trenches, together with some attempt at evaluation. They may note the difference between temporary and longer-lasting changes. Level 4 answers will contain a wide range of evidence and clearly weigh the importance of fighting in the trenches against the significance of other factors (both due to government action and otherwise) in reaching a balanced conclusion. They may note the difference between temporary and longer-lasting changes. At Level 5 responses will have coherent, sustained judgement based on a wide range of knowledge relevant to the factors bringing about social changes.