



General Certificate in Education

AS History 5041

Alternative R Unit 2

Mark Scheme

2008 examination – January 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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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.

January 2008

Alternative R: Britain, 1895–1951

AS Unit 2: Britain, 1895–1918

Question 1

- (a) Use **Source A** and your own knowledge. (3 marks)

Target: AO1.1, AO2

Explain briefly what was meant by ‘sufficient labour for production needs’ (line 2) in the context of Britain’s involvement in the First World War in 1916.

- L1: Basic explanation of the term using the source, e.g. finding enough workers for the level required for production of shells/munitions to fight a total war, or need for women to form much of the labour force for munitions production given the absence of men. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the shortage of male workers caused firstly by voluntary recruitment to the armed forces and even more seriously by the introduction of conscription in the earlier months of 1916, coinciding with the opening of the Chilwell ammunition factory, in a context of the necessities of fighting a total war in 1916, which required large numbers of women to replace men and for many to enter war-related employment including the munitions factories. There may be reference to such aspects as the work of the Ministry of Munitions or dilution. 2-3

- (b) Use **Source C** and your own knowledge. (7 marks)

Explain how useful **Source C** is as evidence about the reasons for women finally receiving the vote in parliamentary elections.

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. it cites the part played by women during the war, or the suffragette movement coming to an end, or reference to Annie Kenney as a leading suffragette. 1-2

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- 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 changes of views on women's suffrage by M.P.s and it not being necessary to revive suffragette activity/the campaign coming to an end, linked with own knowledge on women's 'unique part in the war' and Annie Kenney as a leading suffragette. **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 two reasons given in the source: changed views on the issue in Parliament and there being no need to continue the suffragette movement. However, the source does not spell out the contribution of women to the war effort, nor indicate what Kenney herself considered to be the impact of the suffragette movement. She had been, and was, a militant, as the title of her book indicates. The source does give what was most probably the most important reason for women finally gaining the franchise in 1918, but has little detail and gives no assessment of the importance of other contributory factors notably the (positive or negative) impact of the suffragette movement. **6-7**
- (c) Use **Sources A, B and C** and your own knowledge. (15 marks)
- 'The changes in the role of women in British society during the First World War came about as a result of the work done by women in the munitions factories.'
Explain why you agree or disagree with this statement.
- 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**
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Indicative content

Source A looks at the employment of women at one of the country's leading munitions factories and how females left other employment to work there. It identifies advantages and gains in welfare and safety measures. Own knowledge can be deployed to expand on these unprecedented developments (instituted by the state/government) to enable females to play a crucial – and necessary – role in fighting the total war, and to indicate the improved economic and social standing it gave them. Source B describes production at the Chilwell factory and its direct contribution to the war effort. Most of the 10 000 employees were women. The effects and dangers, even death for some, are indicated, but so also is the relatively high rate of pay despite the long hours. Again own knowledge can be used to elaborate on the importance of the war work of the munitions workers ('Canary Girls'), the praise which was given to them by politicians and other influential members of society for their contribution and indeed sacrifices. Source C picks up on the theme of women's contribution to the war effort, calling it 'a unique part', acknowledged by both supporters of women's suffrage and those who had previously opposed it. Annie Kenney saw a direct link between women's war work and the granting of the female parliamentary franchise to the effect that the suffragette campaign could end (or not be renewed after the War). Own knowledge should be utilised to demonstrate the importance of the Representation of the People Act in the new political status given to women over the age of 30. However, most of the munitions workers were younger, and did not benefit in 1918. The work of women during the War was much wider than just in the munitions factories. Numbers expanded in professions such as medicine and teaching and largely new areas for females like secretarial work. Working class women were employed in virtually all areas of manufacturing and in collieries. The number of women in domestic service declined drastically. All of this economic activity contributed to the new social freedoms and greater independence of women, also helped by the absence of fathers and husbands in the War. Economically, politically and socially the role of women saw changes at some pace during the War, though some were parts of trends already begun. The female munitions workers played an important part in bringing about change, but it was certainly not the only, or indeed dominant factor.

Level 1 answers will be thin in content and/or assertive in argument. Level 2 responses will have limited understanding of the importance of the work of women in the munitions' factories and some other factors in bringing about changes in the role of women. At Level 3 answers will utilise both sources and own knowledge to assess the significance of the work done by female munitions workers in a wider context of some other important factors producing change. Level 4 responses will have a solid range of evidence linking the central issue of the work of the munitions workers with a wider range of other factors to reach a clear conclusion about why the changes in the role of women during the War took place. At Level 5, answers will have a full integration of material from the sources with own knowledge to support a balanced argument and assessment about a wide range of factors producing economic, social and political change in the role of women.

Question 2

- (a) Comment on 'no obligation of any kind to France or Russia' in the context of Britain's policy during the international crisis in summer 1914. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. no formal (or informal) agreement/treaty with either of the powers to join the emerging European war. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. no formal agreement to assist Russia or France, but in the case of the latter there had been military negotiations principally about sending the B.E.F since 1906 and the naval agreement about the best deployment of the Royal and French navies in 1912. The British government wished to retain the European balance of power and well understood the strategic importance of preventing France (and Belgium) from falling into hostile hands. **2-3**

- (b) Explain why relations between Britain and France improved between 1898 and 1904. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. realisation that relations over colonial issues had to improve, or pressures from a common potential foe in Germany, or role of Edward VII. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. from a situation of near war over the Fashoda incident and poor relations during the Boer War to realisation of Lansdowne and Delcasse that relations over colonial issues in particular needed to improve. Edward VII's visit to Paris was important in smoothing the way for the *Entente Cordiale*. Growing concern over Germany's naval activity and/or the European alliances could be cited as important for Britain's changing view of relations with the 'old enemy'. **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. as at Level 2 but also understanding in depth why relations changed from the threatening of war over Fashoda to friendly relations by the time of the entente. There may be appreciation of the importance of settling long-standing colonial disputes and ending enmity over Egypt in particular, and also explanation of Britain's abandonment of 'splendid isolation' in view of the perceived colonial, naval, political or economic threats from Germany. **6-7**

- (c) Was the possibility of France being 'wiped out as a great power' the most important factor in explaining Britain's decision to go to war in August 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 possibility was certainly one factor. Britain's main concerns were to protect itself and the empire. Strategically and militarily that meant protecting the Channel ports in France and Belgium from falling into German hands. The clinching factor in 1914 in the decision to join the European war was the German invasion of Belgium en route to France. Supporting France meant not only protecting the Atlantic/Channel coastline but fighting with her as an ally to preserve the balance of power in Europe and prevent further German dominance of the continent beyond that established and developed since 1871. There should be some consideration of the longer term naval, colonial, economic and political rivalry which had developed with Germany since the end of the 19th century and also of the closer relations which had developed with France especially since 1904 and through the Moroccan crises and the *Triple Entente*. Britain's reaction to Germany over the Moroccan crises and support of France centred on fears of the German naval threat and challenge to Britain's (as well as France's) imperial interests. 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, Channel and Mediterranean 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 security and that of the empire where so many of Britain's strategic and economic interests were based. 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 and her empire. France, also threatened by Germany over an even longer period came to be seen by Britain as crucial as first a friend and ultimately an ally in August 1914, given that the wiping out of France as a great power made Britain and her empire even more vulnerable to the German threat. Longer-term factors need to be linked to Britain's ultimate decision to join the war in August 1914.

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 stopping France being wiped out as a great power. Level 3 answers will contain some detail on support for France and consideration of some other reasons in explaining Britain's decision to go to war in a clear, if limited, attempt at evaluation. Level 4 answers will contain specific and clear evidence to support a balanced consideration of a wide range of factors linking Britain's view of the importance of preserving French power with them. Level 5 responses will contain coherent overall judgement based on accurate, if selective, evidence over a range of factors.

Question 3

- (a) Comment on 'The Trades Boards Act' in the context of the sweated industries in 1909. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. that minimum payment standards were laid down for the sweated trades, or examples of the trades are given. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. reasons for the introduction of the Act such as exploitation of workers or having no trade unions to defend workers' interests as well as main provisions of the Act, or examples of trades such as lace-spinning, box-making or tailoring in a context of low piece-rates/long hours/slum conditions. There may be reference to the newspaper campaign for improvement or Churchill's/Liberal government's attempts to tackle poverty. **2-3**

- (b) Explain why the Liberal governments from 1905 to 1911 introduced reforms to improve conditions for workers. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. 'New Liberalism's' attempts to address the issues of unacceptable working conditions, or measures to combat appeal of new Labour Party to the working class electorate. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. by passing specific measures to address some of the worst problems of poverty associated with working conditions. (Other measures, apart from those for the sweated industries, such as the Merchant Shipping Act (1906), Workmen's Compensation Act (1906), limitations on the working hours of miners (1908) and shop workers (1911), introduction of Labour Exchanges (1909), or the National Insurance Act (1911), may be cited. The Trades Disputes Act was also relevant in that it enabled trade unions to organise strikes again to improve conditions without financial penalty.) Emphasis should be on explaining the reasons why the governments, under the

influence of 'New Liberalism' and/or the drive for National Efficiency, pursued policies to improve conditions for workers (within a context of reducing or alleviating poverty generally); or explanation of the political considerations (existence and 'threat' to the Liberals of the Labour Party, lack of overall majority from 1910). **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 about the reasons for the quite radical reforms in working conditions during the period of the peacetime Liberal governments which may include some reference to specific measures for which Churchill was responsible. Reaction to various reports such as those of Booth and Rowntree or to the lack of fitness of potential recruits during the Boer War may be incorporated. **6-7**

(c) Explain the importance of the introduction of old age pensions, in relation to other factors, in explaining the reduction of poverty in Britain in the years 1906 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 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

Responses need to consider how important was the introduction of pensions for the elderly compared with other factors including the impact of different reforms introduced by the Liberal governments. The introduction of Old Age Pensions was clearly the most important welfare reform for the elderly. It undoubtedly reduced dire poverty amongst the very old. Fewer of the elderly entered the workhouse than previously. The non-contributory pension scheme gave five shillings (25p.) a week to a single person over 70 and seven shillings and sixpence (37½ p.) to married couples. Collection at the post office had none of the stigma of pauperism and receiving poor relief. Despite its eligibility limitations this was one of the great welfare reforms of

the Liberals. Outside of the effects of government intervention in providing pensions and other Liberal reforms in the period there was no great improvement in the standard of living emanating from economic growth especially for the working classes. Indeed, for much of this period there was considerable industrial unrest, although trade union action did not generally lead to greatly increased real wages for those in work. The main issue therefore is whether pensions for the very old were more important in reducing poverty than other Liberal measures, particularly those for children, by improving working conditions and the National Insurance Act. Answers may refer to context of the work of Charles Booth (*Life and Labour of the London Poor, 1889–1903*) and Seebohm Rowntree (*Poverty: A Study of Town Life in York, 1901*). Both found about one third of the population of the cities studied to be living in poverty with the major causes being old age and unemployment. Children and those of working age, as well as the elderly, were affected by these causes. Solutions were quite beyond the scope of private charity and the Poor Law. Government action was required according to the authors and also by the supporters of ‘New Liberalism’. There was also the 1904 Report into Physical Deterioration following the rejection of so many recruits by the army during the Boer War. The early welfare reforms of the Liberals focused on children and included the significant extension of provision of free school meals (1906), school medical inspections (1907), and the ‘Children’s Charter’ (1908). There was clearly some improvement in the quality of life as well as reduction in the degree of poverty for a significant number of children. On the other hand reforms affecting working conditions (Merchant Shipping Act, Workmen’s Compensation Act, miners eight hour maximum working day and similar legislation covering shop workers) did not significantly reduce poverty *per se*, with the exception of those receiving monies under the Compensation Act, but rather improved conditions at work. Moreover, the improvements in pay and conditions under Churchill’s Trade Boards Act were introduced by the new Boards only slowly. Labour Exchanges were of undoubted benefit to those seeking work and escaping unemployment, and could be said to have indirectly helped to reduce poverty. However, the major welfare legislation for (some) men of working age came with the introduction of National Insurance in 1911. The more effective part of the Act before the First World War was Part I, which gave cover against ill health. The scheme was contributory (by employee, employer and the state). When ill the insured person received 10 shillings (50p.) a week and free medical attention. However, it was limited as it covered only the insured worker and not his dependents. Part II of the National Insurance Act introduced a contributory scheme for insurance against unemployment. The unemployed worker received seven shillings (35p.) a week, but only for 15 weeks. The scheme was also restricted to a few industries and was not in extensive use until just before the War. Nevertheless the National Insurance Act did help to reduce poverty with dependents in families benefiting indirectly from the monies which were paid to affected workers. Better answers will see limitations in the degree of reduction in poverty by the introduction of pensions (and indeed from other Liberal measures). Overall there was an unprecedented amount of legislation, driven by ‘New Liberalism’, in order to make some attempt to reduce (and alleviate) poverty and pauperism especially for certain groups like children as well as for the elderly. Whether pensions achieved more in the reduction in poverty than the National Insurance Act or the collective reforms affecting children (or indeed other measures) is a matter which can be debated. (There were some areas left largely untouched in this period, most notably slum housing. Also, the Poor Law was left intact.)

Level 1 answers will be thin in information and/or generalised in argument. At Level 2 responses will have fuller descriptions about pensions and other reforms, but remain limited in range of coverage and evaluation. Level 3 answers will contain solid examples of welfare reforms including the significance of the introduction of pensions with some, if limited, evaluation of their importance in reducing poverty. At Level 4 responses will contain a wide range of evidence with a balanced consideration of the importance of pensions as against that of other reforms, and possibly wider context of the extent and reduction of poverty. Level 5 answers will contain coherent, overall judgement based on a wide range of knowledge of Liberal

reforms with a central focus on old age pensions. They may question the effectiveness as well as the importance of reforms, either collectively or individually, in reducing poverty and/or whether they attacked symptoms rather than causes. There will be a wider context of the extent and reduction of poverty than just the Liberal reforms.