



General Certificate in Education

A2 History 6041

Alternative K Unit 4

Mark Scheme

2008 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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CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

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

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

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

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

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

B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:***Either***

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

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:***Either***

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

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

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

C: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

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

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

So, is the response:

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

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

June 2008

Alternative K: Social and Economic History, 1870–1979

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

Question 1

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

How fully does **Source B** support the view put forward in **Source A** about the importance of individuals in changing the role of women in the years 1870 to 1914?

(10 marks)

Target: AO1.1, AO1.2, AO2

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. **1-2**
- L2: Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. **3-5**
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. **6-8**
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. **9-10**

Indicative content

At Level 1, answers are likely to simply note that both sources give some information in relation to the impact of women on changing the role of women. At Level 2, candidates will comment that Source A provides a range of material that looks at both national organisations such as the LNA and **local examples**, in Bristol, giving a regional perspective. Source B focuses on the WSPU but leaves scope for candidates to offer own knowledge on this important national organisation. At Level 3, candidates will recognise that Sources A and B complement each other as Source B focuses on the most prominent national movement the WSPU whose impact is a matter of some debate, whilst Source A looks more widely across Britain. Own knowledge, e.g. regarding the success of the WSPU and its tactics may be used to evaluate the sources. At Level 4, candidates will reach a sustained judgement which recognises both the views of the sources and their obvious deficiencies, e.g. the sources mention the splits in the women's movement but do not discuss whether this limited their impact in changing the role of women especially working class women.

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

‘Government legislation rather than the pressure from women’s organisations was the most important factor in bringing about the emancipation of British women in the years 1870 to 1979.’

How valid is this view?

(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and therefore candidates at Level 3 and above can be expected to cover the chronological range of the question. Candidates should deal with the key words relating to class and wider social change.

At Level 1, candidates may simply focus on generalised responses such as the fact that by 1979 lots of laws had been passed to emancipate women. Sources A and B focus on the attempts of a variety of women to gain legislative changes. Candidates can use these sources to show both the importance of later legal changes and the importance of non-governmental pressure in bringing about the emancipation of women. Certainly the experience of the WSPU suggests that government obduracy was a key barrier to emancipation. This situation is also reflected in Source D where major legislative changes such as the Equal Pay Act were made in the 1970s but only in the context of public pressure from women. For this question, the evidence for the proposition is drawn largely from own knowledge as enfranchisement and equal rights legislation is well known. Source C offers some specific examples of legislation but

does not preclude candidates from using own knowledge regarding the Franchise Acts of 1918 and 1927, for example.

Section B

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 levels of response mark scheme and by the indicative content in the specific mark scheme for each question.

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

Target: AO1.1, AO1.2, AO2

L1: ***Either***

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

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**

L2: ***Either***

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

Or

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

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

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

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

Question 2

To what extent were British governments more successful in managing the economy in the period May 1945 to 1959 than in the period 1960 to April 1979? (20 marks)

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

Marks as follows:

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

Indicative content

The question is designed to allow candidates to consider whether the period which ended with Macmillan's famous "you've never had it so good" was more successful than the period of economic decline which followed. Level 2 candidates are likely to simply rehearse the successes and failures of each government and in so doing to cover at least some elements either side of 1960. Any answer which only covers either pre or post-1960 will be restricted to Level 2. Stronger responses will reach Level 3 by examining the proposition across the periods using a range of examples such as Attlee's post-war negotiations and Wilson's devaluation amongst Labour or Macmillan's decision to postpone tightening the money supply until after the 1959 General Election and the Barber boom of 1972–1973. At Level 4, candidates are likely to challenge the underlying assumption in the question that management of the economy was stronger before 1960 by questioning the post-war consensus and the adoption of Neo-Keynesian strategies perhaps with reference to the Hayekian critique. Others may point to the inherently less favourable situation post-1960. Level 5 responses will have a clear overview in addition to the detailed argument offered in the Level 4 responses.

Question 3

How successful was the 1944 Education Act in providing both education and training in the years 1944 to 1973? (20 marks)

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

Marks as follows:

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

Indicative content

This question addresses key question (b) and the accompanying content contained in the specification. The question invites candidates to consider whether the introduction of the tri-partite system by Butler in 1944 was successful in providing education and training. The traditional critique of the tri-partite system favoured by liberal educationalists is that the grammar schools maintained an outdated obsession with knowledge for its own sake which led to the situation where British science was often world class but the application of those ideas for commercial returns was made in other countries. This may be seen as either a success in the quality of education or a failure in delivering an appropriate education for a changing world. Others with a more sociological perspective may argue that the grammar schools served only to reinforce the class system as the 11+ favoured middle class children. They may then go on to

argue that the 1944 Act failed to provide training as the network of technical schools which were envisaged by Butler were never built. Some candidates may draw parallels with the German economy in this period which was very successful using a similar tri-partite system which was fully operational. The key difference was that the British did not build the technical schools which were key to the training of the future industrial workforce. The absence of these technical schools led to a lack of up-skilling over time as companies were less keen to spend money on training and day release could end up in the scenario of Meat 3 doing English as so graphically described by Tom Sharpe in *Wilt*. Some candidates will use the introduction of comprehensive schools as an argument for the failure of the 1944 Act whilst others may argue that this resulted from prejudice.

Question 4

‘The changes in both sport and leisure for the working class were greater than for the middle class in the years 1945 to 1979.’

How valid is this view?

(20 marks)

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

Marks as follows:

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

Indicative content

This question addresses key question (c) in the specification and is designed to allow candidates to draw together their understanding from studying the content listed alongside KQ 9 (c) in the specification. Answers should consider changes in both sport and the pattern of leisure over this period for both the working class and the middle class. The ownership of televisions had a major impact on all classes with programmes such as *Top of the Form*, *University Challenge* and *Mastermind* having a particular appeal to the middle classes whilst soap operas, such as *Coronation Street*, were developed to cater for the growing number of working-class viewers. The number of mainly working-class men attending football matches declined as *Match of the Day* and *The Big Match* became regular features on television. For working-class women, bingo remained a common pastime but attendances dropped as television ownership spread offering relaxation without the need to go out. Television did however, spread the popularity of other traditional pastimes such as gardening through Percy Thrower’s *Gardener’s World* whilst Fanny Craddock and Graham Kerr, *The Galloping Gourmet* brought excitement to the kitchen. Alternatively, patterns of leisure were affected by television through programmes describing foreign countries and this contributed to the move towards foreign holidays. Prior to the sixties, Billy Butlin was a major influence on holidays. However, entrepreneurs such as Laker and Ellis were crucial in expanding the package holiday market as was General Franco who consciously decided to earn foreign currency by developing Spanish island resorts. Government policy is another factor; the 1974 Local Government Act stimulated provision of leisure centres and encouraged sports such as badminton. These centres were visited more often by middle-class women whose husbands were less likely to spend their evenings in the pub which, in this period, remained a largely male, working class preserve. Throughout this period, fishing remained the hobby with the greatest following and this was predominantly working class whilst motoring and rambling tended to be more middle class in character although wider car ownership broadened access to the countryside.