



**General Certificate of Education
January 2011**

AS History 1041

HIS2H

Unit 2H

Britain, 1902–1918:

The Impact of New Liberalism

Final

Mark Scheme

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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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2011

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2H: Britain, 1902–1918: The Impact of New Liberalism

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to Lloyd George's motives for introducing the 1909 Budget (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	10-12

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Candidates will need to identify differences between the views of the two sources. For example:

- Source B is focused on political motives while Source A suggests the aim of the Budget is purely to finance welfare improvement for the more vulnerable in British society
- Source B takes the view that there would be opposition from the rich and it was the responsibility of the government, through the budget, to challenge this opposition. Source A suggests that opposition would be small because no fair minded people would challenge the real motive behind the Budget, namely one of moral rightness

- the Budget is a means of strengthening the Liberal Party against what Lloyd George sees as a growing threat from the Labour movement. This is apparent through Source B. Source A makes no reference to any specific political target motivating the Budget. There is some implicit link to the wealthy and their conservative links but nothing suggesting some form of political assault on the Labour movement underlying the Budget.

Candidates will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- Lloyd George was fully committed to New Liberalism and the practical fulfilment of this necessitated significant welfare reform. This had to be paid for and those most able to contribute were the major landowners and the rich. Britain was a society that was profoundly divided economically
- the landowning classes were aligned to the conservatives and to the House of Lords. By attacking one Lloyd George knew he could launch an attack on the other. He was intensely politically ambitious and producing what he knew would be a contentious Budget, particularly one that made him look like a protector of the masses, would reinforce his own political status
- the Labour movement was becoming a political alternative to both the Conservatives and the Liberals. Lloyd George saw the Budget as a means of stealing the high political ground from Labour by presenting the Liberals as not simply a real alternative to Labour in the minds of the urban working classes but also as a non-threatening, but radical force in the minds of the middle classes.

To address 'how far', candidates should also indicate some similarity between the sources. For example:

- both sources refer to the idea that the Budget is motivated by a need to address the issue of welfare reform. This is noted in the first sentence of Source B and is carried throughout the content of Source A
- both acknowledge the need for a Budget to address some redistribution of wealth. Source B refers to wealthy landowners refusing to pay and Source A refers to the same group who grudge paying. The target in both cases was the wealthy and this motivated Lloyd George to set up the kind of final Budget that he did.

In making a judgement about the degree of difference, candidates may conclude that the differences are significant. Lloyd George appeared to have public and private agendas. Both these separate blocs of motives – the welfare agenda and the political agenda – were valid but both significantly different from each other.

Question 1

02 Use **Sources A, B and C** and your own knowledge.

How important was the 1909 Budget in bringing about a constitutional crisis in Britain in the years 1909 to 1911? (24 marks)

Target: AO1(b), AO2(a), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** This refers to the idea of national unity and to achieve this rich and poor must work together. The poor workers, as part of the source of wealth creation, and the rich, through their responsibility to ensure that wealth creation continues by protecting and rewarding the workers. Implicit in this process is the coordinating role of the state through, for example, the Budget. There is no explicit indication in this source that the Liberals had any aim of generating a constitutional crisis, although candidates may suggest an implicit link
- **Source B:** This more explicitly refers to Lloyd George stoking up controversy by turning on wealthy landowners. This groups interests were most protected through the House of Lords. A deliberate assault on the rich is a deliberate assault on the Upper House. This confrontation was essential for the good of the Liberal Party. That link is made clear in the final sentence of this source
- **Source C:** The Liberals were under pressure from the Irish Nationalists. The source also notes the political self-interest of the Liberals. The House of Lords was a Conservative tool and weakening it would have long term benefits for the Liberals and any future plans they might have for costly social reform. The source notes the determination of the Liberals to threaten a constitutional crisis by invoking the support of the King.

From candidates' own knowledge:

Factors suggesting that the Budget was important in bringing about a constitutional crisis might include:

- Lloyd George knew that the details of the Budget, with their focus on taking money from the rich, would inflame the representatives of the rich – the House of Lords. He knew that it was easy to emphasize the unelected nature of the upper house. The Lords was a 'soft' target politically and the Budget was specifically designed to focus on that target
- the rise of the Labour movement and the development of New Liberalism alarmed the rich and therefore the Lords. The Budget was specifically tailored to act as a catalyst in that it would intensify this alarm and force the Lords to take a stand. The Budget could be seen in this wider political context and this reinforces its specifically aggressive nature in the minds of the Lords
- the Budget was a well crafted political tool. Not only was it a way of challenging the Lords it was also a way of challenging the Liberal Party's political opponents. This was a priority for Lloyd George. The Budget was the financial route to a political end. This point is made forcefully in Source B. A constitutional crisis was a political necessity for the Liberals in general and Lloyd George in particular. The Budget, in this sense, was a direct cause of the crisis.

Factors suggesting other reasons for the constitutional crisis might include:

- the Lords had been on the edge of unconstitutional practice before the Budget was produced. This would suggest that a confrontation would come sooner or later and therefore the Budget was part of a process rather than the fundamental causal factor in the constitutional crisis that developed. The Lords had acted as a barrier for the Liberals' reform programme and thereby actively prevented the plans of a popularly elected government from governing the country as it wished to. The blocking of the pre-Budget 1908 Licensing Bill illustrates this potentially explosive constitutional relationship between Commons and Lords
- the Budget was a response to the immediate financial crisis. There was a demand for a more robust response to the growing military threat from Germany. Money had to be found for Dreadnoughts. Also there was a shortfall in money available to fund the old age pensions scheme. Thus the Budget was a practical response to immediate needs rather than a direct attempt to trigger a constitutional crisis
- the King was compliant. He agreed to create a flood of new peers if that was necessary. The King's cooperation ensured a crisis was averted but Lloyd George reasoned that ultimately the monarchy would not undermine its own position. Lloyd George knew that he could engineer a crisis and reasoned that it would be resolved in his favour. Again, the crisis was the product of Lloyd George's political aims rather than the direct result of a Budget unpopular with a crucial minority
- Balfour's attitude was based on the idea that the Conservative movement would retain political control whether in or out of political office. His views made a constitutional crisis likely at some point. He dithered during the build up to the crisis and this also contributed to its development
- the outcome of the general elections contributed to the development of the crisis. The Irish Nationalists became a potent political force in the balance. Redmond demanded that the Lords' veto be removed in order that a Home Rule Bill could be enacted.

Good answers are likely to/may conclude that there is clear evidence to link the Budget to the crisis but there are significant other causal factors. Candidates may conclude that the Budget was part of a wider set of objectives and if anything it was a catalyst for the crisis. It was a deliberate attempt by Lloyd George to set up a confrontation but more importantly, it was a response to the immediate practical needs facing the Liberals, both financially and politically.

Question 2

- 03** Explain why issues arising from the Boer War contributed to a Liberal victory in the 1906 General Election. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Liberals benefited from the Boer War in the years 1902 to 1906.

Candidates might include some of the following factors:

- imperialism was presented badly through some events of the war e.g. the concentration camps, the issue of Chinese slavery and the military failures Britain experienced. Joseph Chamberlain was a supporter of New Imperialism and the war undermined his stance and to some extent that of his Conservative party followers
- the war served to reunite the Liberals just as it served to divide the Conservatives. Prior to the war the Liberals themselves had been divided, after the war that began to change. Historians argue that this growth in Liberal unity was a direct result of Britain's poor performance in the war
- the problems that emerged in terms of recruitment for the army reinforced the growing Liberal belief that Britain must become more efficient as a nation. The war added to

what was to become a central element of Liberalism and one that was to become popular with the electorate.

OR Candidates may refer to some of the following long-term factors:

- Chamberlain tried to use the unity across the Empire against the Boers to promote the idea of tariff reform. This failed and served to split the Unionists. In the 1906 election the Liberals convinced the electorate to back cheaper food through free trade rather than economic protectionism. The Boer war had strengthened the idea that the Empire was not such an invaluable asset as many Conservative Unionists had suggested
- the war contributed to Lloyd George's conversion to New Liberalism. He commented, 'The country that spent 250 millions to avenge an insult levelled at her pride by an old Dutch farmer is not ashamed to see her children walking the streets hungry and in rags.' Lloyd George became a vital asset to the Liberals during the General election.

And some of the following short-term/immediate factors

- the war was not an easy victory for Britain. Many people blamed the government for what seemed like military incompetence and poor leadership
- the war served to make it easier for the Liberals and the Labour movement to form a political alliance in 1903. There was common ground identified between them through their shared attitudes towards the war. This Lib-Lab Pact strengthened the political power of the Liberal Party.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might argue that the war was as damaging to the Conservative Party as it was politically advantageous to the Liberals. As it served to reinforce divisions amongst the Conservatives it strengthened unity amongst the Liberals and gave them wider political popularity as their policies towards welfare reform became more developed as a result of the war.

Question 2

- 04** 'Britain formed *ententes* in order to protect itself from the challenge of Germany.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- there was growing evidence of the emergence of an expansionist and potentially aggressive Germany. This was clear through Germany's commitment to *Weltpolitik*. There was a perceived threat to the security of the British Empire and to the maintenance of the established balance of power amongst European states
- Germany was a key player in the development of naval military expansion. Britain could not simply remain aloof from foreign relations and continue in a state of so called 'splendid isolation' in the face of growing German rearmament
- the possibility of German aggression was real and the entente was seen as a way to check any such aggression.

Evidence which disagree(s) might include:

- the ententes were not military alliances with some specific military or political objective in mind. The nature of the ententes is a significant factor in understanding their purpose and the motives which underpinned them
- the ententes were the outcome of Britain's realisation that any kind of alliance with Germany was simply not workable. The shift in British foreign policy was the result of this realisation rather than a response to direct German aggression
- the entente with France was driven by issues that were not simply about protection from German aggression. There was the problem of a possible Japan-Russia confrontation and the question of Morocco
- a similar line may be taken on the entente with Russia. Its purpose was to settle disputes rather than form a military alliance.

Good answers are likely to/may conclude that there was an element of protection against possible German aggression in the ententes but this was not evident through the details of the agreements. Candidates may place the ententes in the wider context of German actions in terms of militarism and the rise of German global power.

Question 3

05 Explain why Liberal governments failed to grant women the right to vote. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Liberal governments did not grant women the right to vote in the years 1910 to 1914.

Candidates might include some of the following factors:

- Lloyd George was opposed to granting the vote. He opposed the Conciliation Bills because he was convinced that they would add hundreds of thousands of Tory voters to the electorate because of the qualifications for enfranchisement. This view was reflected across the country through the opposition of provincial Liberal federations
- the Liberals knew that the suffrage movement was increasingly divided amongst itself. It was a less powerful political movement through this disunity and therefore it was perceived as being no direct threat to the liberals. There appeared to be no need to support votes for women because there was no need to address any political threat the movement presented in its divided state
- suffrage militancy did nothing to promote the cause of female suffrage in the eyes of many Liberals, and other leading non-Liberal political figures. Some leading Labour

figures, such as MacDonald, were in favour of the vote but opposed the methods used to achieve it. This strengthened the liberal reluctance to agree to active political support for female suffrage

- the Liberal leader, Asquith, was opposed in principle to the idea of widening the franchise for women. His political position was influential in blocking active attempts to grant the vote.

OR Candidates may refer to some of the following long-term factors:

- some historians argue that the policy of force feeding used in prisons on female hunger strikers was part of a process of 'putting women in their place'. It was a male response to reinforce the traditional patriarchal society that still existed at the start of the 20th century. Many Liberals were committed to this view and this instinctive conservatism slowed down the momentum for political change
- there was no concerted pressure on the Liberals from the main political opposition, the Conservative Party. The Conservatives themselves were divided.

AND some of the following short-term/immediate factors

- dealing with the Irish Question was a greater political priority for the Liberals than was the question of female suffrage. From 1910 this assumed an even greater urgency. At other points the Liberals had political priorities which caused the issue of the vote to assume less importance. The issue of available Parliamentary time during a period of significant social and welfare reform meant the question of votes for women assumed less significance
- the press remained largely hostile to the campaign for the vote. Once again this escalated due to militancy and it reaffirmed to the Liberals that not cooperating with the campaign would not damage the political fortunes of the Liberals.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might link the impact of limited mass support for the campaign for the vote with the lack of political will on the part of leading Liberals. They may also suggest that militancy had a detrimental impact and reinforced Liberal male prejudice.

Question 3

06 'The First World War had a beneficial impact on British society in the years 1914 to 1918.'

Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that there were positive outcomes for society during the First World War.

Points/factors/evidence which agree(s) might include:

- the status of women changed. The war enabled women to assume a much wider and more proactive role in society through war work. Many argue that it was this opportunity that enabled women to gain the vote immediately the war ended
- the war created more employment opportunities that were not exclusive to women
- for the first time a war impacted on all social classes. Class distinctions began to become less pronounced as more working class girls went into war work rather than onto the traditional route of domestic service. Class divisions were being reduced. Similarly there was a shared experience faced by all men at the Front. This began to shift class attitudes and these views were brought back as men came home on leave. The war was the first 'total war' experience and even though many practices and attitudes remained reasonably intact this war had triggered the beginnings of a change in social attitudes.

Points/factors/evidence which disagree(s) might include:

- Government control significantly increased. The idea that individual freedoms were inviolate was lost during the war. The most immediate and wide ranging impact of increased government intervention came through DORA
- the increased control had a dramatic impact on the lives of young, healthy males. The introduction of conscription in 1916 meant that many in this group were forced into military service. This inevitably raised the issue of personal survival. Conscription also had a direct and negative impact on the families of those conscripted. Conscription undoubtedly had a negative effect on those men who presented themselves as conscientious objectors
- many of the established social injustices remained despite the feeling of some shared and collective threat. The vast majority of those selected as army officers were drawn from the ranks of the middle and upper classes rather than appointed on merit. Britain did not become a meritocracy as the war progressed
- widespread food rationing was introduced. This created a black market system. It also failed to establish improved food availability for the working classes in the way that happened during the Second World War
- the heavy casualty levels inevitably had a negative impact on the whole of British society.

Good answers are likely to/may conclude that the war had some significant negative effects on society but there were also some immediate and longer term positive effects. The change in the status of women may be effectively linked to the war as may the beginnings of changes in social attitudes. These benefits are offset by the growth in state control that the war brought and the enormous impact of the high casualty rate.