

GCE 2004  
*June Series*



## Mark Scheme

### History Alternative R Units 2, 5 and 6 *(Subject Code 5041/6041)*

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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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*Dr. Michael Cresswell Director General*

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**CRITERIA FOR MARKING GCE HISTORY:****AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

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**A: INTRODUCTION**

The AQA's revised AS/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 specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

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

The revised 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 new 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 and 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 and across all the specifications offered by the Board.

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 for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

**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: 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.



**D: 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 2004****Alternative R: Britain, 1895-1951****AS Unit 2: Britain, 1895-1918****Question 1**

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

Explain briefly what is meant by “in consequence of any understanding with France” in the context of the outbreak of the First World War. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. military and naval understandings between the entente in 1904 and the end of July 1914. L1 only if the answer does not have more than reference to the entente of 1904 itself. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. answers will go beyond earlier understanding, agreements relating to the B.E.F. and deployment of respective navies to Grey’s indications to France in late July 1914 that the B.E.F. would cross the Channel and the Royal Navy be used to protect the French coastline and ports in the event of a German assault on France in the Belgian/northern France area. **2-3**

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

How useful is **Source B** as evidence that Britain had no obligation to go to war in 1914? (7 marks)

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

*Target: AO1.2, AO2*

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. a description of content of the source with some connection to own knowledge, or a very general statement about Britain’s (lack of) obligations. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance. It is a letter opposing British entry into the emerging European War, alleging that a victorious Russia, supported by Britain

would be as dangerous as a dominant Germany, and that Britain had no obligation to support France. It ignores British ‘commitments’ to France since 1904 and during the July 1914 crisis. In the terms of provenance the source comes from an unspecified, ordinary letter writer to *The Times*, albeit an authoritative and influential newspaper. **3-5**

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context. The allegation is that Britain had no obligations to support France and to go to war, but that ignores British ‘commitments’ especially to France, and issues of Britain’s security with a German occupation of Belgium, not to mention the link with Russia through the entente. **6-7**

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

“At no point between 1898 and the outbreak of the First World War, not even in July 1914, was rivalry between Britain and Germany so severe that war between them seemed certain to happen.”

Explain why you agree or disagree with this statement. *(15 marks)*

### Level descriptors for response *with* use of sources and own knowledge

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

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

**14-15**

### **Indicative content**

The focus of the question is on relations between Britain and Germany. Both Sources A and B seriously question the desirability of war against Germany (and ‘Austria’) and therefore by implication that it was certain. On the other hand Grey in Source C indicates that the situation is so serious by 3 August 1914 that hostilities are likely and gives an assurance to France. There may be some reference to improved relations with France and Russia in the period, largely as a result of Germany becoming perceived as a potential enemy of all three Powers. Both Sources A and B refer to France and Russia, though to the latter in terms of hostility, or opposition to British support for her, indicating that governmental-improved relations with Russia since 1907 were not necessarily supported by all of the British people or politicians, some of whom saw Russia as no ‘less dangerous in Europe than a dominant Germany’. From own knowledge particularly, answers should consider Anglo-German relations over the whole period indicating deterioration and hostility (e.g. over the naval race, armed camps, Moroccan crises), but indicate that relations improved at times (e.g. during the Balkan Wars and in the early part of 1914 itself). War between Britain and Germany did not become certain until the invasion of Belgium was evident.

Level 1 answers will be thin in content and assertive in argument. Level 2 responses will show some understanding of deteriorating relations with Germany with some, though limited, attempt at evaluating the certainty of war. At Level 3 answers will utilise both own knowledge and sources to focus clearly on the changing relationship between Britain and Germany over at least most of the period with a more developed evaluation about the certainty of war. Level 4 responses will have a solid range of evidence linking improved relations with the entente powers to overall deterioration of those with Germany, and a clear conclusion about war certainly happening. At Level 5 responses will have full integration of material from the sources with own knowledge to support a balanced and largely sustained judgement on the issue.

### **Question 2**

- (a) Comment on “landslide Liberal victory” in the context of British politics in January 1906. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. extent of the Liberal victory (400 seats to the Unionists 157), reversal of Unionist/Conservative dominance for most of previous two decades. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge. Apart from the extent of the victory, there can be comment on the reasons for the Unionist defeat and their recent ‘problems’ in government, e.g. over tariff reform, and/or uniting of the Liberal Party around

opposition to the 1902 Education Act, or standing as the Party of the ‘small loaf’. The Liberals did not actually go into the Election on a platform of social reform (that came later in government). **2-3**

- (b) Explain the reasons for the attempt by the Liberal governments to reduce poverty in Britain from 1906 to 1914. **(7 marks)**

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. recent enquiries revealing extent of poverty, ‘threat’ from Labour Party. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. influence of New Liberalism; objectives of Lloyd George and Churchill; knowledge of poor feeding, health and living conditions of much of the population as revealed by recruitment for the Boer war, work of Booth and Rowntree, and the 1904 government enquiry into *Physical Deterioration*; previous Unionist Government’s failure to act. **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. the answer will be balanced over a number of relevant factors with a sustained argument which goes beyond a ‘listing’ of reasons. **6-7**

- (c) Was the most important welfare reform of the Liberals from 1906 to 1914 the introduction of Old Age Pensions? 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

Candidates may legitimately challenge whether the introduction of Old Age Pensions was the most important welfare reform. Focus should be on Pensions, but in a context of other social reforms, out of which arguably the most significant was National Insurance, but there was a plethora of other social/welfare legislation including the Workmen's Compensation Act, Children's Charter, school meals and medical inspections, Trade Boards and Labour Exchanges. More marginal in terms of welfare were improvements for merchant sailors and miners (and possibly consequences of trade union legislation). Many reforms had limitations in effectiveness, for example from the conditions for receipt of a pension.

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 evaluation of the importance of pensions. Level 3 answers will contain solid examples of welfare reforms with some, if limited, evaluation with clear assessment on pensions. At Level 4 responses will contain a wide range of evidence with a balanced consideration of the importance of the pension reform in relation to other welfare measures introduced by Liberal governments. Level 5 answers will contain coherent, overall judgement based on a wide range of knowledge of the welfare reforms with a central focus on pensions.

### Question 3

- (a) Explain "the greatest of these deadly foes is Drink" in the context of British society during the early months (1914-1915) of the First World War. **(3 marks)**

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge. e.g. Lloyd George's and the Liberal Party's traditional support for temperance, complaints about soldiers on leave and/or munitions workers being drunk. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the source itself comes from Lloyd George, still then Chancellor, but shortly to become Munitions Minister, and the extract calls drink a greater foe than the main enemies, an exaggeration for propaganda purposes. From own knowledge there were a series of acts in 1914-15 restricting pub opening hours (for the first time) and increasing tax on drink. This legislation permanently modified drinking habits particularly of working class men. **2-3**

- (b) Explain the reasons for the greatly increased production of munitions in Britain from spring 1915 to the end of the War. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. the general need for war materials in a 'total war'. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. newspaper revelation of the 'shell shortage', Lloyd George's achievement at the Ministry of Munitions during the first Coalition, employment of thousands of women, dilution. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation. Although there may be concentration on Lloyd George's work the answer should cover the period and possibly indicate the centrality of munitions production in the war economy. **6-7**

- (c) Explain the importance of the Defence of the Realm Act (DORA), in relation to other factors, in explaining the increased control over its citizens by the British state during the First World War. (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 increased control came from the necessity of fighting a ‘total war’ which demanded control and direction of citizens by the state. DORA was a crucial piece of legislation in force for the whole duration. Under it governmental powers were greatly increased. There was censorship and provision for nationalisation of industries (enhanced by the 1915 Treasury Agreement) and requisitioning of materials and factories. Powers were used increasingly as prospects for early victory disappeared. However, probably the most significant measure of increased state control was the introduction of conscription (in stages) in 1916. Certain men such as munitions workers were made exempt. Conscientious objectors were given non-fighting work or imprisoned. A few were forcibly sent to the front to fight. There can be reference to the change in licensing laws. Other changes included the introduction of summer time and, of crucial importance, rationing of food. The Fisher Education Act, increasing the school leaving age to 14 and introducing part-time education for 14-18 year olds, was introduced during the War. Women were not directed as such into work in a wide range of occupations but encouraged largely in the expectation that most would give up their jobs to the returning men after the War. Nevertheless the rapid change in the role of women proved essentially to be permanent.

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 the importance of DORA. Answers at Level 3 will contain a range of examples of wartime controls with some clear, if limited, evaluation of the importance of DORA relative to other factors e.g. conscription. Level 4 responses will contain a wide range of factors with a balanced conclusion about relative importance in the context of increased control by the state. Level 5 answers will have coherent, overall judgement based on a wide range of knowledge of factors.



**June 2004****Alternative R: Britain, 1895-1951****A2 Unit 5: Britain, 1918-1951****Question 1**

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

To what extent do these two sources agree on why the result of the 1945 General Election was a complete surprise? *(10 marks)*

*Target: AO1.1, AO1.2*

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

**Indicative content**

Level 1 answers will be thin in material and/or assertive in argument. At Level 2 some aspects from the sources will be cited, e.g. 'must be the Forces' voting Labour (Source B), 'not expected to win' (Source C). There will be some reference to own knowledge. At Level 3 there will be evidence from the sources that the result was a complete surprise, although reasons and reactions differ. Miss Carver in Source B is shocked and blames the forces' vote and ingratitude of the public for what Churchill had done. She is moved to write to him. She expresses doubts about Attlee and Labour. The Labour enthusiasts in Source C were equally surprised, if not more so (e.g. incredulous). Reference is made by one to huge Labour defeats in 1931 and 1935, that the young would not remember the 1930s and that Churchill's war record was likely to assist the Conservatives. Then there is reference to the euphoria following the results and capture of a previously safe Tory seat. There should be own knowledge to elaborate on some selective factors, e.g. Churchill's war leadership, rejection of out-of-touch Conservatives, Labour's 'modern agenda'. Level 4 responses will contain sustained judgement on the extent of similarity and difference in interpretation in relation to the debate about the 1945 Election result being a surprise and in particular a 'complete' surprise.

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

“Labour won the General Election of 1945 because of the record of the Conservatives from 1931 to 1940 rather than the appeal of its own leader and policies.”

Assess the validity of this view. (20 marks)

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

- L1: Is able to demonstrate, by relevant selection of material, *either* from the 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 a 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 both factors, the Conservative record and appeal of Attlee and Labour policies, need to be addressed, and at the higher levels integrated. Source A refers to Conservative domination of government over the previous decade leading to the 1945 Election, the surprise of Labour victory and the size of it, and Churchill’s reaction. The second paragraph of Source C confirms the surprise and extent of Labour victory, whereas the first paragraph indicates reasons (in a negative way) as to why Labour supporters could have expected a Conservative victory, given the results of the two previous Elections, Tory smartness, the young not remembering the 1930s and Churchill’s war record. The Conservative supporter in Source B feels much aggrieved and implies inability on the part of Attlee and the Labour Party. Own knowledge should be utilised to examine why the 1931-40 record of the Conservatives, with its association with unemployment, depression and appeasement seemed more important factors than Churchill’s highly successful war

leadership and standing in 1945. The Conservatives had few well thought-out policies in 1945 and Churchill did his Party no good with absurd attacks (e.g. ‘Gestapo’) on Labour. In contrast Labour was attuned to the mood of the country, including the forces, and put forward positive policies in *Let us Face the Future* (welfare state based on the *Beveridge Report*, centralised planning including reconstruction of the war damaged economy and housing, and nationalisation). In the context of practical politics these commitments were firm and new. Attlee had been Deputy Prime Minister in the Coalition and, although not dynamic like Churchill, inspired confidence as a Party leader and portrayed Labour as a progressive party with a wide social appeal. He and the Party’s programme were in alignment with the majority in 1945.

Level 1 answers will use material from own knowledge or the sources, which will be thin and mostly descriptive. At Level 2 material will be fuller but lack range and depth and/or will be assertive in argument. Level 3 responses will contain evidence from both sources and own knowledge (though not necessarily equally) considering both the Conservative record and the appeal of Labour’s leader and policies. Level 4 answers will cover all aspects of the question, have consistent analysis and make clear judgements on both major components of the question. At Level 5 there will be conceptual awareness with sustained judgement based on a wide, selective range of information.

**Section B**

Questions 2-7 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in 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 to almost 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**

How far was Lloyd George's fall from grace in 1922 the result of his own mistakes after 1918, rather than Conservative disillusionment with him? (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**

Central focus should be on the 'mistakes' made by Lloyd George in his policies and actions, and the changing Conservative views from 1918, culminating in the 1922 Carlton Club meeting. The main domestic policies and events in which problems occurred included dealing with the economy, unemployment following the short-lived post-war boom, industrial unrest especially of the miners, housing, education, the Geddes Axe, the honours scandal, and the Irish conflict and settlement. In foreign policy there was some early criticism of what Lloyd George did in the Paris Peace Conference and the Peace Treaties, consequent international relations, ending of the intervention in Russia and, particularly important for relations with the Conservatives, the Chanak crisis. These should be considered in the context of the changing Party political situation which can include Lloyd George's 'dictatorial' style, and change in public opinion from seeing him as 'the man who won the war' to something of a scoundrel, who had failed to deliver the promises of 1918. Over the four years he did become increasingly a prisoner of the Conservatives, who gradually become disillusioned and eventually realised that they no longer needed him to be in government. This change was encouraged, not only by the Prime Minister's diminishing reputation for integrity and political skill, but was also due to by-election victories of non-Coalition Conservatives and the resignation of Bonar Law, his main Tory ally. Despite Austen Chamberlain's efforts to save Lloyd George and the Coalition, the views of Baldwin and those who believed Lloyd George had become a liability, rather than the major asset he had once been, prevailed at the Carlton Club.

Level 1 answers will be thin in factual information and/or assertive in attempted argument. Level 2 responses will be fuller in terms of material, but limited in range and analytical argument. At Level 3 answers will cover a range of issues, with appropriate selective reference to domestic, and foreign, policies and events in which mistakes seemingly occurred, in a context of growing Conservative disillusionment and eventual hostility. Level 4 responses will have overall clarity on the synoptic demands of bringing together the mistakes and Conservative disillusionment. Level 5 answers will have sustained judgement about the main reasons for Lloyd George's fall, which may go beyond the two factors in the question, e.g. a divided Liberal party, Tory opportunism given the 1922 situation of the Parties, public opinion.

**Question 3**

“Britain’s foreign policy in the years 1919 to 1932 was focused more on maintaining European peace than on punishment of Germany.”

Assess the validity of this statement.

(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**

Answers should address the synoptic demands of balancing the punishment of Germany with the efforts to maintain (permanent) European Peace. The British mood in 1919, and to a modified extent that of Lloyd George, was to punish Germany for causing the war (hence the war guilt clause of Versailles). In practice in Paris Lloyd George was able (with the help of Wilson clearly) to modify the French objective of permanently crippling Germany, an outcome which could have crippled also the whole economy of Europe. Clearly, however, the terms of Versailles and the other Peace Treaties did punish the defeated powers severely, notable Germany through the reparations and territorial clauses. What turned out to be Lloyd George’s final conference, in trying to resolve post-war European (and world) problems, at Genoa in 1922, failed miserably (and helped unintentionally to bring about the Treaty of Rapallo between the two European outcasts, one of which was the Bolshevik government which Britain had failed to unseat in its intervention). British support for the League during the period was varied with Labour governments, and MacDonald in particular, being more supportive. He strongly supported the concept of collective security and instigated the (eventually aborted) Geneva Protocol. His first government recognised the Communist regime and restored as near normal relations as possible with Russia. From 1919-23 Anglo-French relations were bedevilled by disagreement on how to treat the new German Republic. The Labour government played an important role in getting the French to withdraw from the Ruhr and in particular getting them, as well as the Germans, to agree to the revised scheme of reparations payments under the Dawes Plan. As Foreign Secretary from 1924-29, Austen Chamberlain worked through the League of Nations, but with less enthusiasm than MacDonald. His period of office coincided with the relatively most economically prosperous period of the 1920s in Europe, when reconciliation of the former enemies seemed real. He worked closely with Stresemann and Briand to achieve the Locarno Pacts (which at least seemed to settle the western borders of Germany and demilitarised status of the Rhineland) and the Kellogg-Briand Pact. During that period from 1924 the focus of British policy was centred on maintaining, and indeed promoting, peace rather than punishing Germany, which had been accepted into the League. Occupation forces in the Rhineland were withdrawn early (1926 and 1929). The 1929 Young Plan seemed to confirm that peace was permanent. Indeed the return of Labour in 1929 also saw Henderson at the Foreign Office and increased British involvement in the League. He was instrumental in setting up the 1932 Lausanne Conference on disarmament, of which he was elected president, but was out of British ministerial office before it began in 1932.

Level 1 answers will have limited information and/or be assertive in argument. Level 2 responses will contain more substantial descriptive or narrative information, but argument will be limited and remain largely assertive. At Level 3 responses will demonstrate clear knowledge and understanding of some key factors in British foreign policy over the period, but with selectivity in information on maintaining peace and treatment of Germany. At Level 4 there will be clarity on the synoptic demands which appreciates the changes in approach to Germany and European peace over the period. Level 5 answers will display sustained judgement in dealing with changes over the period and justify a balanced conclusion.

#### Question 4

“Education provision for schoolchildren in the years 1918 to 1951 improved only when Liberal or Labour politicians were in government.”

How valid is this judgement? (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 focus should be on a comparison of improvement when Liberal or Labour politicians were in government as against the record of Conservatives. However, the two major Education Acts in the period, 1918 and 1944, were passed when all three Parties shared power in coalition governments. The 1918 Act, which raised the school-leaving age to 14 and provided for part-time education from 14-18, was brought in by Fisher (Liberal). The post-war financial cuts, in particular the Geddes Axe, (under the Lloyd George Coalition), limited implementation especially of part-time education in continuation schools. The cuts were demanded mainly by the Conservatives who generally were more opposed to improved education for the working classes than politicians in the other Parties. However, the leaving age of 14 survived. The Labour government's attempt to raise it to 15 and restore educational funding in 1924 failed. MacDonald's government was able to instigate the Hadow 'enquiry' (much influenced by R.H. Tawney), which reported in 1926. Although there was no consequent legislation, the main changes it advocated, ending the elementary/secondary divide and provision of two types of secondary school, grammar and modern, were gradually implemented. By 1939 the vast majority of children at the age of 11 transferred to grammar schools (many on scholarships), modern schools, or senior classes in their elementary schools. Change was implemented gradually, but was boosted by the Labour government of 1929-31. However, progress was most rapid in the later part of the 1926-39 period under the Conservative-dominated National government. The Norwood Report of 1943 argued that there were three types of children and that principle was enshrined in developments following the 1944 Education Act, promoted by Butler, a Conservative in Churchill's wartime coalition. However, it was the Labour government from 1945 which implemented the Act with the school-leaving age raised to 15 in 1947. All 'state' schools were free. Grammar schools catered for about 20% of the relevant age group nationally. Pupils left at the age of 16 or 18. Those in secondary modern schools left at 15.

Only a few technical schools were provided. Labour still believed that the scholarship ladder, which it had promoted since 1900, was the best way to give enhanced educational opportunity to working class children. Over the period 1918-51 it is fair to argue that the impetus for improvement in educational provision came mainly from Liberal or Labour politicians in government, but by no means entirely, and implementation took place under Conservative and National governments (as well as Labour) with major legislation coming from the 1940-45 Coalition.

At Level 1 answers will have only outline content and/or generalised assertion. Level 2 responses will have examples of improved provision, but still be limited in range of argument. At Level 3 there will be clearer understanding and knowledge of changes over much of the period with some assessment of the role of Party politicians. Level 4 responses will be clear and balanced over the period about improvement under governments of different hue. Level 5 answers will contain sustained judgements in analysing the relative contribution of Liberal or Labour, and Conservative, politicians and governments, substantiated by selective evidence.

### Question 5

How far was Britain's recovery from economic depression in the 1930s due to the development of new industries rather than to government action?

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

Focus should be on a synthesis of the relative significance of the development of new industries and government action in helping Britain out of depression. There were also other factors. The depression hit, in the main, regions and localities where the old staple industries were based. The new industries, mostly powered by electricity, developed mainly (though not exclusively) in the Midlands and the South. The major developments were in cars, transport especially in London, household and consumer electrical goods, chemicals, large retail stores, cinemas, the 'holiday industry', and, perhaps most importantly, construction especially of housing. Government action was limited. The Gold Standard was abandoned in 1931, more out of necessity than as an intended policy. Exports thereby became more competitive eventually and sterling a more attractive investment. Protection helped British industries in the longer term, but again was largely 'forced' on government by the World Depression and action of foreign governments. Low interest rates helped expansion especially of the new industries. They also greatly stimulated house building with relatively cheap mortgages available. The Special Areas Act of 1934 gave only limited financial aid to areas hit by the Depression. Changes in the dole, including abolition of the means test, also did little to stimulate economic activity in the worst-hit areas. Re-armament programmes helped to reduce unemployment from c1935, although again it can be argued that this was a policy 'forced' on government by external factors. Over one million remained unemployed



until the advent of War. Government action overall was limited with no direct intervention as seen in Roosevelt's New Deal policies. There were wider factors which helped Britain out of depression including the house building boom and re-armament, which were not government policies principally motivated by the aim of reducing unemployment and assisting economic recovery. Very important was the revival of world markets based on American recovery.

Level 1 responses will be thin in information and/or assertive in argument. At Level 2 answers will be fuller in descriptive information, but still limited in range of material and/or assessment. At Level 3 responses will have clear evidence on both new industries and government action (or limitations of the latter) with some evaluation of their significance for economic recovery. Level 4 responses will have clarity in comparison of the two factors together with at least reference to wider factors such as world recovery. Level 5 answers will contain sustained judgement on the debate supported by a range of selective evidence.

### Question 6

“Britain's appeasement policies in the years 1933 to 1939 were well-intentioned, but totally ineffective in preventing war.”

Assess the validity of this judgement.

(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

Focus should be on appeasement policies over the period including material on appeasement in the period before Chamberlain became Prime Minister in May 1937. The debate is about whether appeasement was well-intentioned in trying to avoid war or whether it 'encouraged' Hitler (and to earlier action) in that Britain appeared to be weak and ineffective. Material can include failure to act against Hitler's introduction of conscription and re-armament, both of which clearly breached the terms of the Versailles Treaty. Indeed the Anglo-German naval agreement involved Britain in abrogating some of the Versailles disarmament clauses. Public opinion seemed to support early appeasement policies overall despite strong reaction to the Hoare-Laval Pact. Failure to prevent the conquest of Abyssinia was a crucial event, especially for the credibility of the League of Nations whose leading members were Britain and France. Writing off the Rhineland as 'Hitler's backyard' seemed well-intentioned at the time, but threatened France directly, as well as breaking the Locarno and Versailles Treaties. Certainly Eden felt policy to be ineffective in relation to the Spanish Civil War over which Chamberlain continued Baldwin's non-intervention policy. Over the Anschluss Chamberlain expressed disapproval, but made it clear it was not an issue over which Britain would fight. The major crisis over the effectiveness of appeasement came over the 'Sudeten/Munich' crisis. Chamberlain was prepared to fight if Hitler simply seized the Sudetenland, but made supreme efforts to avoid war. In the end because Hitler, although robbed of a 'successful war' against Czechoslovakia, agreed to negotiate, he was given at Munich, by British (and French) submission to his demands, what Chamberlain would not allow him to take by force.

Chamberlain genuinely seemed to believe he had achieved ‘peace in our time’ (although he did step up re-armament after Munich), and he was certainly popular in Britain despite Churchill and others viewing Munich as the most shameful act of British foreign policy. The German occupation of the rest of Czechoslovakia (and Memel) showed that appeasement had failed. Confirmation came with the (operationally impracticable) guarantees to Roumania, Greece and especially Poland. Failure also to negotiate with the Soviet Union led to the blow of the Molotov-Ribbentrop Pact. Despite abandonment of appeasement, Hitler seemed genuinely surprised at British resistance to his claim for Danzig and the Polish Corridor, and particularly at the declaration of war on 3 September 1939. Chamberlain had always taken no action and capitulated previously. He even gave Hitler a final opportunity to avoid war at the beginning of September 1939 by allowing time for German withdrawal from Poland. Appeasement may have encouraged Hitler to earlier aggression especially against Czechoslovakia and Poland, given that at the Hossbach meeting of November 1937 he spoke of war in the east not before 1941.

Level 1 answers will be thin in factual content and/or assertive and generalised. At Level 2 responses will contain fuller information, but be limited in evaluation of the intentions and effectiveness of appeasement policies. Level 3 answers will be clear about those policies and have some assessment of their responsibility for not preventing war by September 1939. At Level 4 answers will consider both whether the policies were well-intentioned and their ineffectiveness overall to reach an informed and balanced evaluation. Level 5 responses will have sustained judgement supported by a wide, but selective, range of knowledge to support a balanced conclusion.

### Question 7

“The achievements of the Labour governments in the years 1945 to 1951 were gained at too high a price for the economic wellbeing of the British nation.”

How valid is this judgement?

(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

Focus should be on the achievements of the Attlee governments in the context of the vast economic problem they faced following the end of the Second World War. The 1945 government was determined to respond to the *Beveridge Report* by establishing a welfare state. Measures included the National Insurance, Industrial Injuries and National Assistance Acts, but the central and most expensive creation was the National Health Service. Costs were a major issue from establishment of the N.H.S onwards, but Attlee and Bevan defended the necessity of the new health system. Standards of health, particularly of children, were much improved even by 1951. Access to free treatment, medicines and medical aids helped millions, but the costs outstripped the budget. Although Bevan and Wilson resigned at the introduction of prescription charges in 1951, Gaitskell was determined to keep the N.H.S,

perhaps the greatest achievement of the Labour governments, intact, but reduce demand for medicines and aids. His policy at the Treasury, like that of Cripps earlier, was to contain expenditure given the financial and economic problems facing Britain. Earlier Bevan and the governments were also determined not only to replace housing lost during the War, but also improve it for many. In spite of not reaching targets, much was achieved by 1951. Emphasis was placed on council houses for rent, although many had to settle for 'prefabs'. Of crucial importance was the New Towns Act of 1946 which envisaged 20 new towns. Following the end of the War, housing replacement was unavoidable, although establishing the N.H.S. could have been postponed, but the governments were determined to put the principles and recommendations of the Beveridge Report into practice as soon as possible and had pledged this in the 1945 Manifesto. Nationalisation was also costly, but the industries concerned, principally rail, road freight transport, electricity, gas, coal, and even to an extent iron and steel, continued effective 'nationalisation' of these industries during the War. Britain's continued imperial and foreign involvement, especially in the Berlin Airlift and Korean War, drained economic resources in spite of withdrawal from India and Palestine. Withdrawal of aid to the Greek and Turkish governments in 1947 illustrated the strain on Britain's resources in the world. However, it was the British nation which bore the brunt of problems as well as achievements. Overall political determination of government overcame the enormous economic problems of dealing with devastation from the War and the switch to a peacetime economy, and the huge national debt, much of it owed to the USA. Lend-lease was ended, but an initial loan of \$3,750 million was negotiated by Keynes. This was exhausted by early 1947 coinciding with some of the worst weather of the century. Much of the gold reserve had been transferred abroad. Essentially government finances and the economy, and thus the well-being of the British nation, were rescued by Marshall Aid. However, it had to be used in tandem with Cripps's austerity policies from late 1947. These were unpopular, particularly the continuation of rationing of basic goods. Devaluation in September 1947 assisted exports. However, overall the period of the Labour governments had been bleak for any quick realisation or return to a better private standard of living. This was partly due to high taxation helping to pay for the welfare state and nationalisation, which were, given the economic problems, considerable achievements.

Level 1 answers will have thin content and/or be assertive and generalised in argument. At Level 2 responses will have fuller information, although evaluation will be limited. Level 3 answers will cover major achievements, and have an economic context, although evaluation will be partial or implicit. Level 4 responses will have coherent explanation on the key issues with interface between economic well-being and political achievements. At Level 5 there will be sustained judgement and developed linkages between relevant achievements and the condition of the economy.

**June 2004****Alternative R: Britain, 1895-1951****A2 Unit 6: Changes in the Provision of Education, 1918-1951****Question 1**

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

Assess the validity of the view in **Source B** as an explanation of the important issues affecting the provision of schools and education between 1918 and 1944. (10 marks)

*Target: AO1.1, AO2*

- L1: Summarises the content of the extract and the interpretation it contains. **1-2**
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. **3-5**
- L3: As L2, and evaluation of the interpretation is partial. **6-8**
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. **9-10**

**Indicative content**

Level 1 answers will summarise the content of the source, and/or contain limited knowledge from the period, and/or be assertive in assessment. At Level 2 there should be some focus on the financial difficulty whereby central government provided 50% of the funding for education and thus made it susceptible to 'difficulties'. On the other hand the source indicates that another major provision of the 1918 Act, the raising of the school-leaving age was unaffected, though it was not raised again until 1947. The view in the source should be linked with own knowledge and example(s) beyond that of the continuation schools and the 1947 raising of the school leaving age, e.g. slow rate of reform of secondary education along 'Hadow' lines in the 1930s, few technical schools after 1944. Level 3 responses will show limitations of the source in that there were other important issues affecting the provision of schools and education over the period apart from central government controlling many of the purse strings for funding education and the example cited of the continuation schools. In addition own knowledge will be used to indicate that the wider context, e.g. in relation to continuation schools the wielding of the Geddes Axe and the determination of Lloyd George's Coalition government, and especially the Conservatives within it, to reduce national expenditure given the finances of the government and the depressed state of the economy. Other issues/examples can be given from own knowledge, e.g. relating to local initiatives on Hadow reorganisation and the 1944 Act, impact of the Depression or of the Second World War. Level 4 answers will contain sustained judgement on the validity of the view in the source, as an explanation of the range of important issues. There may be reference to the famous exception at Rugby where continuation schools survived. Own knowledge will be used selectively from the period 1918-44. (Aldrich, Gordon et al.)

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

How useful is **Source A** in explaining the motives of Fisher and the government in proposing the Education Bill? (10 marks)

*Target: AO1.1, AO2*

- L1: Summarises the content of the extract in relation to the issue presented in the question. 1-2
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. 3-5
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. 6-8
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. 9-10

### Indicative content

Level 1 answers will summarise the extract giving at least two of Fisher's reasons. Level 2 responses will explain the reasons (to assist in improving health, inequality of secondary school provision and wartime social solidarity) given by Fisher for the government's decision to improve education. Own knowledge should be used to elaborate those reasons and/or give others, e.g. importance for the economy. Limitations of the source may be given. At Level 3 limitations of the source will be indicated. There were other motives which are not in the source, e.g. economic reasons for improving working class education by raising the school leaving age and introducing continuation schools, pressure for educational reform from 'New Liberals' and Lloyd George within the Coalition. Fisher himself indicates the changes in public opinion and pressure for the franchise reform linked with educational reform. The need for more secondary places for girls as well as extension of middle class education (mainly in grammar schools) was strongly felt, i.e. that the implementation of the 1902 Act could be improved upon. Level 4 answers will focus consistently on evaluation of usefulness of the source in explaining the motives of Fisher and the government given, and on its limitations in regard to not being comprehensive about motives and other reasons for bringing forward the Education Bill. (Aldrich, Gordon et al.)

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

“Despite both the shortcomings of the 1918 Education Act and opposition to better schooling, there were real improvement in the education of working-class children between the world wars.”

Assess the validity of this statement.

*(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 wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

### **Indicative content**

Answers should utilise both information in the sources and own knowledge, though more can be expected from the latter as the terminal date in this question is 1939. Source A in fact promotes by implication improved education for working-class children under the 1918 Act. Source B (second paragraph) adds that the school-leaving age nationally was to be 14. However, the remaining material in the sources is negative about improvements in education for working-class children. Source B indicates the withdrawal of funding and therefore ending of the short-lived continuation schools initiated under the 1918 Act, whilst Source C explains some of the reasons for opposition to improved education for those who continued to be regarded as the ‘lower classes’, even though that term had not been used in official language since 1870. From own knowledge answers should focus on both failure and achievement in promotion of attempts to gain improvements for working-class children. Those of the first Labour government to raise the school leaving age and restore continuation schools were defeated, but it did commission the *Hadow Report* published in 1926. This began the reorganisation and what became real improvements for the majority of working-class children by 1939. It recommended six years of primary education followed by secondary education to 15. Most secondary education would be in new ‘modern’ schools which were to have a ‘realistic’ and ‘practical’ bias. A minority would continue to be educated in grammar schools to at least the age of 16, but the scholarship system (with tests

at age 11) would be extended so that more able working-class children reached grammar schools. The Labour government of 1929 attempted to legislate for change in line with Hadow principles. All three of their Education Bills were defeated. Nevertheless, even before the end of that government and then under the National governments after 1931 (initially influenced by MacDonald), gradual reorganisation along Hadow lines took place. Progress would have been faster but for the Depression, and progress depended considerably on the attitudes of individual L.E.A.s with those in the cities being the most progressive. The Board of Education supported re-organisation, essentially along tripartite lines when the process speeded up during the later 1930s. The *Spens Report* of 1937 added the third type of school, technical, to grammar and modern. However, by 1939 there were few technical schools and the grammar schools catered for only about 20% nationally of the relevant age group. Most children in them were middle-class. In many instances the ‘scholarship class’ would be separate from the fee-payers. About 80% of working-class children remained with what was still perceived as the elementary curriculum in modern schools or senior classes of elementary/primary schools. Overall there had been improvement, but more rapid advance had been frustrated along the way, especially the objectives of Fisher, the two Labour governments and members of the ‘Hadow Committee’.

Level 1 answers will consist predominantly of limited description and/or assertion. Level 2 responses will have fuller information, but will remain assertive and/or generalised in argument. At Level 3 answers will contain relevant factual information from the sources and wider own knowledge to evaluate improvements from 1918-39. Level 4 responses will provide a wide range of evidence and argument to consider a range of improvements over the period in the context of shortcomings of the 1918 Act and opposition. Level 5 responses will show conceptual awareness of the degree of improvement in a clear political and economic context, and reach a balanced conclusion. (Gordon et al, Aldrich, McCulloch).