



General Certificate of Education

History 5041/6041

Alternative R Britain, 1895–1951

Mark Scheme

2005 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

CRITERIA FOR MARKING GCE HISTORY:

AS and A2 EXAMINATION PAPERS

General Guidance for Examiners

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 AO1.1, 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 (AO1.2), 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 (AO2, 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 characteristics: 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 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.
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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

Alternative R: Britain, 1895–1951

AS Unit 2: Britain, 1895–1918

Question 1

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

Explain briefly what is meant by the “Osborne Judgement” in the context of the Labour Party in 1909. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. the House of Lords ruling on the ‘political levy’, difficulties of funding for the Labour Party. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the Labour Party’s position and funding in 1909 (with an Election looming). There may be reference to post–1909 developments: the ending of funding by trade unions of the Labour Party by the Judgement eased by the payment of M.P.s in 1911 and particularly by restoration of direct payments to the Party allowed by the contracting out political levy under the 1913 Trade Union Act. 2-3

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

Explain how useful **Source A** is as evidence of the reasons for the creation of the Labour Representation Committee (Labour Party) in 1900. (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 makes a very general statement about the establishment of the LRC. 1-2
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. the claim that foundation of the LRC/Labour Party is “arguably, the most significant moment in British politics” can be seen as an exaggerated and biased view, given the title of the book from which it is taken. A list of reasons is given for creation of the Party and the view advanced that it was predominantly a working-class Party but with some middle class support. Some

famous names are listed. Not all material from the source will be utilised, but there should be some attempt to integrate own knowledge, e.g. involvement of trade unions, Fabians, ILP (and Keir Hardy), SDF, revelations about poverty, dissatisfaction of representation by the main Parties especially the Liberals. **3-5**

- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. there will be a holistic response balancing evidence about reasons in the source against other reasons not mentioned (e.g. as above, or success of Labour candidates in local Council and School Board Elections) in assessing the utility of the reasons for creation of the LRC/Labour Party **6-7**

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

“The main reason why Labour had limited electoral success before 1914 was because the Liberals were tackling the problems of poverty.”

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

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

Source A refers to the problems of poverty and, in general, about support in voting by “working men”. Source B gives the results of three Elections in the 1900–1914 period (omitting the January 1910 figures). 42 seats by December 1910 was a substantial advance since 1900, but Labour was still a relatively small Party in the Commons. The most significant ‘jump’ in votes was in 1906 (when Labour benefited from the recent Liberal-Labour pact on the back of Liberal success). Source C indicates that strongest support for Labour came “from areas of great poverty”. Labour in Parliament supported the Liberal social reforms, but also directed “full force” to issues (Taff Vale and Osborne) which threatened working class M.P.s and the Party itself. From own knowledge answers should address the extent and some of the measures brought in by the Liberals to tackle poverty, all of which Labour supported in general terms, though in some cases felt they did not go far enough (e.g. eligibility for pensions) and to meet the conditions found by Booth and Rowntree. Perhaps paradoxically, when the Liberal government was more in need of Labour votes in the Commons after the 1910 elections, Liberal welfare/social reforms tended to dry up except for National Insurance as a major measure. Certainly politicians such as Lloyd George saw an electoral threat from Labour. Social reforms were important to the Liberal Party politically as well as desirable in themselves. The Liberal programme almost certainly stunted some of the electoral success which Labour might otherwise have achieved because of the effectiveness of some of the reforms. However, not all Liberal reforms were popular with working men. Moreover, there were other reasons for Labour’s limited electoral success. The franchise was still limited, Labour was not yet a national party, but concentrated in industrial seats. Some workers still had loyalty to the Liberals, and indeed the Tories, and there was uncertainty about Labour’s own programme.

Level 1 answers will be thin in content and/assertive in argument. Level 2 responses will show some understanding of the Liberal reforms and the possible consequences for Labour in electoral terms. At Level 3 answers will utilise both own knowledge and sources to explain the link between Labour’s electoral performance and the Liberal welfare/social reform programme on poverty. Level 4 responses will have a solid range of evidence linking Labour’s (limited) electoral success with the policies and ‘achievements’ of the Liberals in tackling poverty. At Level 5 responses will have full integration of material from the sources with own knowledge to support a balanced argument on the central issue.

Question 2

- (a) Comment on “the neutrality of Belgium” in the context of Britain’s relations with Germany in August 1914. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. the reference to the 1839 Treaty of London, strategic importance of Belgium to Britain if occupied by Germany. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. Belgium was central to Britain’s concerns in August 1914 and Britain (Grey) had made commitments to help France and use the navy in the North Sea/Channel if Germany invaded Belgium (and northern France). Operation of the Schlieffen Plan meant German passage through Belgium, an act

which would be seen by Britain as occupation and a direct military/naval threat to her. Answers may also point out that there were longer term causes of war (though do not necessarily have to do so to receive maximum marks). **2-3**

- (b) Explain why the Royal Navy was regarded by Britain as being so vital to her defence between 1906 and 1914. **(7 marks)**

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the threat posed by the German challenge. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the importance of the Navy to the defence of Britain and the Empire, but particularly the challenge from Germany and Britain's reaction to it (building programme especially of 'dreadnoughts'). **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 give a holistic view, and in particular explain with clear evidence why the naval race took place and how the German threat to British sea power was a main cause of war which developed during this period. **6-7**

- (c) Were Britain's ententes with France and Russia the most important factor in explaining her worsening relations with Germany between 1899 and 1914? Explain your answer. **(15 marks)**

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The ententes came about largely because of the perceived threats from Germany. These threats originated from around the beginning of the century (Boer War, German naval programmes) and led particularly to the ententes with first France, and then Russia once the Russian ‘threat’ had been reduced by the war with Japan, which was an ally of Britain (1902). The ententes were official agreements about imperial interests, but became increasingly developed in the confrontations between the Triple Alliance and Triple Entente powers. Military and naval agreements were reached with France. Britain’s reaction to Germany over the Moroccan crises centred on fears of the German naval threat and challenge to Britain’s (as well as France’s) imperial role. Overall, the threat from the German challenge was based on the continental military and economic giant moving into Britain’s traditional sphere of empire and naval supremacy. Responses can argue in favour of alternatives other than the ententes as “the most important” factor in worsening relations.

Level 1 answers will be thin in information and/or generalised in argument. Level 2 responses will have fuller descriptive material, but remain limited in range of coverage and assessment of relative importance. Level 3 answers will contain some detail about the ententes and consider some other factors together with a clear, if limited, attempt at evaluation. Level 4 responses will contain a wide range of evidence with a balanced consideration of the importance of the ententes as compared with other causes of worsening relations. Level 5 answers will contain coherent overall judgement based on accurate, if selective, evidence over a range of issues.

Question 3

- (a) Comment on “the magnificent Kitchener poster” in the context of the First World War in 1914 and 1915. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. brief description of the recruitment poster featuring Lord/General Kitchener with the pointing finger, need for volunteers for the army. 1
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the purpose of the poster should be explained in the context of the need for volunteers in 1914–1915. By the end of the latter year it was clear that sufficient volunteers, given the slaughter on the Western Front and Gallipoli, and despite the Kitchener and other recruitment drives, were not coming forward. Credit can also be given for reference to women giving out white feathers and/or to conscientious objectors. 2-3

- (b) Explain the reasons for the introduction of conscription in 1916. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. the lack of sufficient numbers of volunteers by 1916. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. scale of loss of men on the Western Front, lack of sufficient volunteers especially as dangers and numbers of deaths grew, build-up for the Somme necessitated more men. Some detail may be given on the ‘gradual introduction’ of conscription, e.g. inadequacy of the ‘Derby Scheme’, conscription initially for unmarried men under 41 in January 1916, and finally for all able-bodied males (except those in exempt occupations) in May 1916. **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. there should be reference to the reservation within the Liberal and Labour parties (members of the Coalition) about making military service compulsory. The state took greater control over the flow and type of recruits as it moved increasingly into the actuality of total war. It marked a crucial change in the relationship between the British state and its citizens. **6-7**

- (c) Was the range of work performed by women the most important factor in their improved position in British society during the First World War? Explain your answer. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Work and its range during the War were probably the most important factors. In terms of just achieving the vote, suffragettes had failed in their campaigns, whereas the praise and gratitude given to women for their wartime efforts, mainly in employment of various and diverse kinds, earned them the franchise by 1918. Munitions production by working-class women was particularly significant. However, many middle-class women also worked for the first time. Pressure to do so came from the suffragette societies which, by implication and often explicitly, pressed for women's equality as well as the more tangible objective of gaining the vote. Women entered military organisations, the police and jobs in full public view such as conductresses and bank clerks. There was a large increase in the number of teachers, although this was a traditional employment area. To varying degrees women were in positions of authority and/or responsibility. Generally they were better paid (though only exceptionally like some doctors at the same levels as men), and gained in freedom and independence. Such advances were also helped by the absence of fathers and husbands. War brought a fundamental change in the position of women in society and produced greater social equality. The only traditional women's occupation to show a marked decrease in numbers during the War was in domestic service. (Prospects elsewhere were more attractive.) At the end of the War there was a slowdown in the changes with regard to women's employment and the rate of improvement of women's position in society in general, but many wartime changes achieved remained permanent. On the other hand many of the jobs had been short term and traditional roles (women as carers, nurses, bearing children to replace the "lost generation", housewives on the "kitchen front") remained alongside notions such as equal pay. Even the franchise granted was limited and not gained by many munitions workers in 1918.

Level 1 answers will be thin in information and/or generalised in argument. At Level 2 responses will have fuller descriptive information about women's war work, but remain limited in range of material and evaluation. Level 3 responses will contain clear examples of the change in the economic roles of so many women during the War with some evaluation of that change in relation to others (e.g. suffragette movement, better education, absence of male relatives). Level 4 responses will contain a wide range of evidence on women's war work and evaluate its importance clearly against other factors. Level 5 answers will have coherent, overall judgement based on a wide range of knowledge about the economic role of women and the extent to which it was the most important factor accounting for their improved position.

Alternative R: Britain, 1895–1951**A2 Unit 5: Britain, 1918–1951****Question 1**

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

To what extent do these two sources agree on the characteristics of Stanley Baldwin as a political leader? (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 answers will give points from the sources, e.g. similarity in tone of laying blame for the 1929 Election defeat, or unimpressive as Opposition leader; Source A is essentially negative about Baldwin whereas Source B has positive points as well, e.g. dominant in Commons and/or government after 1931, in tune with backbenchers. At Level 3 focus will be on understanding of agreement and differences in the two sources about Baldwin's characteristics as a political leader. Source A initially focuses on the 1929 defeat, but links it to that of 1923 as well. It then looks at Baldwin's performance as Opposition leader from 1929–1931, emphasising criticism by supporters of his conciliatory, reasonable approach to the Labour government. Source B expresses similar views on the 1929 election defeat and his Opposition role from 1929–1931, but differs from Source A in considering points from the much more successful period and qualities of Baldwin from 1931–1937. Own knowledge should be used to provide wider context/detail on the 1929–1931 years (and possibly from 1923) and/or 1931–1937. Level 4 responses will contain a sustained judgement on the extent of agreement with selective, relevant material from own knowledge to support the essential focus on the content of the sources.

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

“It was the weaknesses of the Labour and Liberal Parties rather than Stanley Baldwin’s leadership of the Tory Party which enabled the Conservatives to dominate British politics from 1923 to 1937.”

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 reward should be given for argument which achieves balance in considering the relative significance of the weaknesses of the two Parties, as compared with Baldwin’s leadership of the Conservatives. Source A gives a negative view of Baldwin’s qualities in the years 1929–1931 (and refers also to the 1923 defeat), and therefore undermines argument that Baldwin’s leadership enabled the Conservatives to dominate throughout the 1923–1927 period. On the other hand, Source B acknowledges weaknesses and problems for Baldwin from 1929–1931, but sees the “amazing transformation” from 1931 with him as the dominant political figure. Neither source mentions the 1924–1929 government, about which candidates should use their own knowledge (e.g. victory in the 1924 Election, success in handling the General Strike). Again own knowledge should be used for 1929–1931 (e.g. approach to the Labour government, for he was not always conciliatory as instanced in his determination to stop the attempted repeal of his own 1927 Trade Disputes Act). Examples of Baldwin’s successes in the 1931 Election and after that

date, such as the direction of the National government's financial and economic policies 'under' MacDonald, or his 'triumph' over the Abdication Crisis, can be given. There may be consideration/criticism of disarmament and appeasement policies. Assessment of Baldwin's role has to be considered against the weaknesses of both the Labour and Liberal Parties, material for which needs to come from own knowledge. During the 1920s, Labour in fact did reasonably well in terms of being able to form two minority governments, but they were minorities and both ended in electoral defeat. That in 1931 was devastating with the split in the party and the expulsion of MacDonald. There was some electoral recovery in 1935, but not on any scale to threaten Baldwin and the Conservatives in the National government. The Liberals never revived sufficiently from the split of 1916–1923, and although Lloyd George is regarded widely as having the best policies for dealing with unemployment in the 1929 Election, he was still distrusted and his Party again failed to make a significant impact. The Liberals also split over the 1931 Crisis, with most giving their backing to the National government. There were only four 'independent' Liberals in the 1931 Commons and 20 in 1935. They were no longer an electoral force of any consequence and Lloyd George lost influence.

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 in terms of information, 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 Baldwin's leadership and the weaknesses of the Labour and Liberal Parties. Level 4 answers will cover all aspects of the question, have consistent analysis and make clear judgements about Baldwin (and possibly other positive points concerning Conservative dominance in the period) and the weaknesses of the other Parties. At Level 5 there will be conceptual awareness with sustained judgement based on a wide, selective range of evidence.

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 it Lloyd George's "dictatorial style" as Prime Minister, rather than his policies during the years 1918 to 1922, which explains his fall from power? **(20 marks)**

Use standard mark schemes 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 central focus should be on the style of government of Lloyd George as the Prime Minister of the Coalition government. However, there should be consideration of his policies (and actions), and also the changing Conservative views from 1918, culminating in the 1922 Carlton Club meeting. The so-called "dictatorial style" derived from his position as "the man who won the War" and his seemingly dominant political position in 1918, enhanced by the overwhelming Election victory of the Coalition government, of which he was the dominant leader at that time. However, his tendency to continue with government structures, similar to those of wartime, of a small inner cabinet, having a "kitchen cabinet", infrequent Cabinet meetings but including the infamous one at Inverness when he was on holiday, 'ignoring of Parliament', making decisions himself (e.g. over Chanak and honours), and acting more like an American President than a British Prime Minister, came over four years to be regarded as undesirable and finally unacceptable by the Conservative majority in Parliament. Lloyd George was particularly weakened when Bonar Law, his main Conservative ally, suffered from ill health. However, Lloyd George's policies also contributed to his eventual fall from power. 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 he 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, together with his style of leadership, should be considered in the context of the changing political situation, which can include the change in public opinion from seeing Lloyd George as “the man who won the War” to something of a scoundrel, a view not discouraged by accounts of his private life, and who failed to deliver the promises of 1918. Over the four years he did become increasingly a prisoner of the Conservatives, who gradually became 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. 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 consideration of “dictatorial style” central, but also have appropriate selective reference to policies and events in which mistakes seemingly occurred, and in a context of growing Conservative disillusionment. Level 4 responses will have overall clarity on the synoptic demands of bringing together Lloyd George’s style of premiership with other significant factors including his policies, his mistakes and Conservative disillusionment. Level 5 answers will have sustained judgement about the main reasons for Lloyd George’s fall, which will go beyond “dictatorial style” and policies to a wide range of factors, which could include a divided Liberal Party, Tory opportunism given the 1922 situation of the Parties, public opinion.

Question 3

“Governments between 1918 and 1951 were more successful in providing housing than in improving the health system for British people.”

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

Answers should cover the period and reach conclusions covering both housing and health. Improvements in both were made over the period. On housing, the starting point can be seen as Lloyd George’s 1918 Election promise of ‘homes fit for heroes’ for returning soldiers. As pre-war governments had ignored housing problems, it was a major issue with extensive areas of slums especially in cities. The Coalition government set up a Ministry of Health with responsibility also for housing. The 1919 Addison Act encouraged local authorities to provide council houses for rent with construction grants from central government. 200,000 houses were built, but much money was wasted and Addison was forced to resign in 1921. The Geddes Axe cut back the programme greatly. The Labour (Wheatley) Act of 1924 revived council house building for rent and provided increased subsidies. The second Labour Housing Act (1930) led to considerable slum clearance during the following decade. This

was the greatest period of success in both numbers of houses built (and designed with electricity supply) at any time before the Second World War. Much of the new building was of private housing for purchase. After the War extensive rebuilding was necessary. There was considerable success by Bevan and 20 New Towns were planned. The building industry was kept under close government control and the emphasis was on council houses for rent. Much of the new build consisted of prefabs. Even with extensive building, supply did not match demand and the Conservative opposition was particularly critical of Labour's record. Nevertheless over the whole period from 1918 to 1951 there had been significant improvements, especially in working class housing with the slum clearance, council houses and New Town developments.

On health, after the establishment of the Ministry of Health under Lloyd George, it was during Baldwin's 1924–1929 government that Neville Chamberlain as Minister put emphasis on improving the health of the nation. His Widows, Orphans and Pensions Act of 1925 was one of the most important pieces of social legislation of the inter-war years. It extended 'social security' to more elderly and to wives and children for the first time. The 1929 Local Government Act provided for local councils to take some responsibility for public health. However, the most significant advance in the promotion of health came with the post-Second World War Labour government's determination to implement part of the *Beveridge Report's* implications by establishing the NHS. This, together with other provisions such as the National Insurance Act of 1946, saw the most radical change in health care with consequent improvements in health (with tuberculosis, typhoid and diphtheria virtually wiped out). Quite clearly during the 1918–1951 period, the most significant and rapid advances in both housing and health were made in the years 1945–1951.

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 still be limited in range and argument. At Level 3 responses will demonstrate clear knowledge and understanding of both housing and health with some attempt at judgement about success. Level 4 answers will be clear and balanced in assessing the relative merits of the two considerations over the whole period. Level 5 answers will display sustained judgement in analysing the relative success in housing and health dealing with changes over the period, which can argue either way in terms of the more successful advance (housing or health) and justify a balanced conclusion.

Question 4

How far was economic depression in Britain between the world wars caused by the decline of the staple industries rather than by the impact of the Wall Street Crash?
(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 four great staple industries (textiles, coal, iron and steel, and shipbuilding) had dominated Britain's exports before 1914 and during the short-lived boom after 1918. Limited investment was made to help their revival. Moreover, staple exports were no longer in such great demand following abandonment of most exports during the War and establishment of severe competition in the pre-war markets. Also oil and electricity began to replace coal as a source of power, artificial fibres (e.g. rayon) reduced demand for textiles, and greater carrying capacity in ships reduced orders for new ones. Generally there was poor management in the staple industries with lack of modernisation of equipment and methods, most noticeable in the old-fashioned coal industry. Decline of the industries continued through the 1920s (with national unemployment never below 1 million) and intensified greatly from 1929–1932. Government policies did little directly to assist the staple industries. Restoration of the Gold Standard in 1925 made matters worse by making exports more expensive. The coal industry and industrial relations within it brought much government attention but little assistance during the 1920s. After the end of the Ruhr occupation in 1924 the German coal industry in the main regained its markets temporarily lost to British producers. Although Baldwin's government calmed the situation in the industry with the nine month subsidy to support miners' wages in 1925, it prepared to support the mine owners, saw off the General Strike and the miners who were in the vanguard of the trade union movement. The almost total backing of the employers by the government prevented modernisation of the other staple industries as well as coal. After late 1929 the staple industries were dominated by the consequences of the Wall Street Crash, which the Labour government could not control (although it had reduced the miners' working day by half-an-hour, a move which hardly affected the decline of the industry). Although unemployment was never below one million during the 1920s, the onset of the consequences of the Wall Street Crash had global dimensions in affecting world trade and further affected the British staple industries.

Unemployment increased dramatically and particularly in regions largely dependent on the staple industries. Unemployment was not confined to those areas, but they were clearly the hardest hit. Thomas was out of his depth in dealing with the economic problems from 1929 and Mosley's programme, the principles of which later became the basis for eventual industrial recovery in both Britain and the USA, was unacceptable to the Labour government in 1930. The 1931 Crisis worsened the economic situation and even abandonment of the Gold Standard did not lead to recovery of the staple industries in that year (or indeed for a considerable time during the 1930s). Although the world wide effects following the Wall Street Crash from 1929 were responsible for the worst period of economic depression and unemployment in the inter-war period, and unemployment did not go back to 1920s levels until 1939, the underlying causes throughout the inter-war years were based on the decline of

the staple industries. The human victims were given limited government assistance in their poverty and direct government policies had only limited effects in ending depression especially in the staple industry regions. Ultimately, until the demands made by onset of the Second World War, recovery came from the impact of the new industries based mainly in the south and midlands, and the effects of American/world wide recovery from the effects of the 1929 Crash.

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 of the significance of the decline of the staple industries and the impact of the Wall Street Crash. At Level 3 responses will have clear evidence on the decline of the staple industries together with the significance of the Crash. Level 4 responses will have clarity in comparison of the decline of the staple industries, together with at least reference to wider factors especially the impact of the Wall Street Crash. Level 5 answers will contain sustained judgement on the issue supported by a range of selective supporting evidence.

Question 5

“The pursuit of appeasement policies by British governments from 1933 to 1939 was influenced more by public opinion than by fear of Germany.”
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

Answers should refer to appeasement of Italy as well as Germany (and possibly also Japan). Public opinion was said to be anti-war, some of it pacifist, at least for the greater part of this period. Lansbury, as leader of the Labour Party from 1931–1935, was a committed pacifist. The 1935 Peace Ballot, organised by League of Nations supporters, revealed that a majority in Britain still favoured disarmament (despite the belligerence of Mussolini in east Africa and Hitler’s early defiance of the disarmament clauses of the Versailles Treaty). The famous Oxford Union motion no doubt hardly influenced Hitler, but that university’s student body reflected the general desire to avoid anything like the Great War ever happening again. Certainly there was support for concepts such as the Rhineland being Germany’s ‘backyard’ and Czechoslovakia being a ‘far-away country’. Chamberlain was regarded as a ‘hero’ in gaining ‘peace in our time’ in 1938. What later came to be regarded as weak diplomatic responses of appeasement (though defensible in the context of the time) to the Abyssinian Crisis, Spanish Civil War, occupation of the Rhineland, Austria and especially the Sudetenland, did reflect majority public opinion at the time. Churchill and other opponents of appeasement were still a minority in the autumn of 1938. However, Chamberlain was prepared to fight over the Sudetenland against any blatant German aggression, if Hitler did not agree to settle the dispute by negotiation – as happened ultimately. Chamberlain intensified re-armament after Munich. Re-armament had in fact been stepped up under Baldwin following formation of the Stresa Front (despite the Anglo-German Naval Agreement and Churchill’s scepticism about what Baldwin was doing in re-arming), and increased after the formation of the Rome-Berlin Axis. From March 1939, when Germany

occupied the remainder of Czechoslovakia, Chamberlain made clear, if impracticable, commitments to Poland, Romania, and also Greece which was threatened by Italy. Public opinion also clearly changed after the occupation of Czechoslovakia with realisation that appeasement, especially in relation to the fate of that country, had failed, and became more sympathetic to Churchill's warnings. By September 1939 both public opinion and the government reluctantly regarded war as the required response if Hitler would not withdraw from Poland. However, there were times when public opinion appeared to oppose appeasement, even before 1939. The main example was clearly opposition to the proposed Hoare-Laval deal with Mussolini over Abyssinia. The outcry led to its abandonment, which helped to push Italy away from Britain and towards Germany. There was always a minority, communist and otherwise, which wanted to oppose 'fascism' by force and given the opportunity when the British government would not act, led to some joining the International Brigades in Spain. Appeasement was generally in accord with public opinion for most of the 1933–1939 period, but most responsibility has to lie with governments, particularly that of Chamberlain when a clear policy was pursued to achieve peace by non-action, or capitulation to aggressive demands. There was a fear of war, especially with Germany, e.g. "the bomber will always get through", evidence of Guernica and newsreels showing results of Japanese and Italian action in China and Abyssinia respectively. However, British governments of the period and especially Chamberlain genuinely wanted to avoid war, rather than being afraid of Germany, which they opposed as well as appeased on occasion. Generally government policies were in line with public opinion.

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 evidence on public opinion and "fear of Germany" and possibly other factors accounting for the pursuit of appeasement policies. Level 4 responses will have clarity in comparison of the importance of public opinion and other factors including fear of Germany in the active pursuit of appeasement by governments. Level 5 answers will demonstrate sustained judgement throughout and reach a balanced conclusion. There may be consideration of relevant parts of historiographical debate on appeasement.

Question 6

“The British electorate rejected Winston Churchill in 1945 not because of his own political record but because he was a Conservative.”

How valid is this judgement on the outcome of the 1945 General Election?
(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

Both factors, Churchill’s own political record and that of the Conservatives, together with other reasons, notably the appeal of Labour in 1945, need to be addressed. There can be relevant reference to Churchill’s political career before c1930, but focus should be on his stance against the dictators during the 1930s and especially his role during the Second World War as Prime Minister. He had replaced the appeaser Chamberlain in May 1940, when it seemed only a matter of time before Germany invaded, turned the military disaster of Dunkirk into ‘a triumph’ through brilliant oratory, saw off the Luftwaffe in the Battle of Britain, led the war strategy and combined all Parties in a successful coalition. In 1945 he was ‘the man who won the war’. He was not rejected in 1945 because of his record, though there were doubts about whether he would be as able as a peace time Premier as he had been in wartime, but the Conservative Party (of which he was leader) was. Conservatives had dominated governments since 1931. Their 1931–1940 record was associated with unemployment, depression and appeasement. To the electorate these seemed more important factors than Churchill’s highly successful war leadership and standing in 1945 (although Churchill himself had not been in government between 1929 and 1939). Moreover, the Conservatives had few well thought-out policies in 1945 and Churchill himself did his Party no good with absurd attacks (e.g. ‘Gestapo’) on Labour. The rejection of the Conservatives was overwhelming in 1945, but had as much to do with the appeal of Labour, which reflected the expectations of the electorate brought about by wartime experiences. In contrast to the Conservatives 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, whereas neither the Conservatives, nor indeed their leader, was.

Level 1 answers will have thin content and/or be assertive and generalised in argument. At Level 2 responses will have fuller information on both Churchill and the Conservatives, although evaluation will be limited. Level 3 answers will cover not only Churchill and the Conservatives, but also other factors, notably the successful appeal of Labour. Level 4 responses will have coherent explanation on the key issues with interface between Churchill’s record, that of his Party and wider factors. At Level 5 there will be sustained judgement and developed linkages between a range of relevant factors accounting for Churchill’s rejection.

Question 7

“The decline in Britain’s international role in the years 1945 to 1951 was caused more by economic difficulties rather than by a policy of deliberately reducing her commitments in the world.”

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

Both economic difficulties and a policy of some deliberate reductions in commitments played a role, as did other factors such as Britain’s relative military strength compared with that of the superpowers, resulting from the Second World War and the Labour government’s policies of (costly) domestic reform. In terms of the economy, Britain, in and after 1945, had to recover from dislocation and physically rebuild houses and industry, as well as to convert to a peacetime economic structure. In 1945 the huge national debt was further increased by the ending of the lend-lease arrangements with the USA. Crucial for the government was obtaining cash beyond that brought in by the continuation of high taxation. A loan of £1, 100 million was obtained from the USA, but that was used up by 1947. Britain’s gold reserves were transferred abroad. The harsh winter of 1947 added to the economic problems of recovery. Cripps’ unpopular austerity policies helped the economy overall, as did devaluation of the pound in September 1949. However, the single most important factor accounting for eventual economic revival was Marshall Aid. £700 million was received (as a gift, not a loan) from 1948–1951. This was more than that received by any other West European country, although the main benefits of this injection of cash were not felt until the 1950s. The economic difficulties of 1945–1951 undoubtedly were an important factor in accounting for Britain’s reduced world role. The financial problems for the government led directly to the decision to withdraw British aid from the Greek and Turkish governments fighting against communism. They played a part in the decisions to withdraw from empire in India and more particularly from Palestine. These two major withdrawals were, however, clear commitments made by the Labour government. Labour had promised dominion status to India well before the Second World War and saw granting this as a priority in imperial policy after 1945. Palestine was ‘a headache’ and not the desirable mandate it had appeared immediately after 1918. The problems, exacerbated by events during and at the end of the Second World War and violence between Arabs and Jews, some of which was directed against ‘British occupation’, made continued British presence impossible, given other British foreign and domestic commitments. As Palestine was a mandate, the problem was passed to the United Nations by 1948. Bevin in particular had become embittered about the situation and made no secret of the fact that he was delighted to be rid of the problem. However, in other areas the Labour governments resolved to continue with world commitments. Apart from the Indian sub-continent and its near neighbours, the rest of the empire was not considered ready for independence and Britain was to retain a world role. They also wished to play a major part in what became the Cold War in Europe and elsewhere. Bevin did so with a major British role in the Berlin Blockade and the formation of NATO. Troops were committed to the Korean War from 1950. Secretly the governments developed atomic bombs. Nevertheless Britain’s world role was reduced, though to a considerable extent

because the two superpowers had emerged from the military struggles of the Second World War. Britain was still a substantial force in the world from 1945–1951, but was very much in third place behind the military and political might of the USA and the USSR. Economic difficulties resulting from the War and continuing afterwards, together with deliberate reduction in some commitments, but with others due to events and expediency, were important factors in her reduced international role.

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 of economic difficulties and reduced commitments will be limited. Level 3 answers will cover clearly the two factors indicated in the question, although evaluation will be partial or implicit. Level 4 responses will have coherent explanation on the two issues together with a wider context of other factors involved in the decline in Britain's international role. At Level 5 there will be sustained judgement and developed linkages between a range of factors including economic problems and deliberately reduced commitments.

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

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

Assess the validity of the view in **Source B** about the churches' reactions to the proposals in the 1944 Education Bill. (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 about the two main concerns of the Roman Catholics over controlled and aided status and/or be assertive in assessment. At Level 2 there should be some explanation of the two main concerns about the proposals referred to in the source. Own knowledge should be used to elaborate on those concerns. The Catholic Church insisted that not only should denominational religious education continue in its schools, but also that it should retain overall control over 'its' schools, including finance. Voluntary controlled status was therefore unacceptable, not as unacceptable as aided status, but there was extensive concern and lobbying over the 50% limit on public grants for maintenance and capital building. Limitations of the source may be given. At Level 3, answers will acknowledge the validity of the source in giving an accurate summary of the Roman Catholic response to the Bill's proposals with use of own wider knowledge. There should, however, be recognition of the limitations of the source in that views of other churches/denominations about their schools are not explained. There should be some reference to the Anglican view. They were decidedly more content with the Bill. Archbishop Temple was prepared to accept LEA voluntary controlled Church schools, where Anglican schools were not financially strong enough to justify voluntary aided status, (many school buildings pre-dated 1902 and were in a state of disrepair). Nonconformists had essentially gained what they wanted in terms of undenominational religious teaching in 'state' schools back in 1870 and had ceased to maintain 'British' schools. Their main concern was over the Church of England's monopoly of school education in some, mainly rural, areas. 'Controlled' status helped them, although some Nonconformists remained hostile to Catholic and Anglican schools receiving funding

from taxation and especially rates. Level 4 answers will contain sustained judgement on the validity of the view in the source, using own knowledge to make a clear judgement. The source contains evidence of the Catholic Church's concerns, but it is limited as it discusses the perceived disadvantages to one denomination only, and therefore is not comprehensive on the views of "churches". The different position of the Church of England can be explained from its position as the Established Church in that the line between Church membership and citizenship was blurred, whereas for the Catholic Church the roles were quite different. In the end, despite the concerns of the Catholics, the 1944 Education Act largely ended the 'religious disputes' which had 'plagued' English education for so long.

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

How useful is **Source A** as evidence about the attitudes towards the "major reform proposals leading to the 1944 Education Act"? (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 paraphrasing some of the attitudes about consensus and areas of controversy concerning the proposals. At Level 2 there should be some explanation of the two main concerns about the proposals referred to in the source: suspicion of religious interest groups/churches especially the Catholic Church, and some support particularly in the Labour Party for "multilateral" schools, as well as general recognition of the political (and public) consensus. Some own knowledge should be utilised to address utility of the source as a summary of the main attitudes. At Level 3 limitations of the source will be indicated by using selective examples to illustrate some of the detailed areas of general agreement by the main parties and public opinion. These can include creation of the Ministry of Education, rationalising the number of powers of LEAs, generally solving the religious instruction issues by making non-denominational religious education and collective worship (with parental rights of withdrawal) compulsory in fully maintained schools, ending of fees in maintained grammar schools and raising of the school leaving age to 15. They must also consider how far the Act was controversial. Apart from the two issues referred to in Source A, there were minorities which advocated abolition of religious education entirely, and within the Conservative Party some resistance still to extended education for the working classes by abolition of the elementary schools and all fees in secondary schools. Churchill himself was somewhat indifferent to the reform although like

Eden he proclaimed himself in favour of social reforms in general at the time. Level 4 answers will focus consistently on evaluation of usefulness of the source as evidence of attitudes at the time, using examples within it and own knowledge. The Bill/Act was piloted through the Commons by R. A. Butler, whose name became associated with the Act. He was a moderate, reforming Conservative, but reflected most Conservative opinion in 1943–1944, which was not too distant politically from the collectivist social welfare aims of the Labour Party (with its influential Ministers in the Coalition government) which wanted progress in implementing Beveridge principles as soon as practicable. One was to tackle ignorance. A clear and sustained judgement will be given.

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

“During the years 1944 to 1951 the tripartite system of schools in England and Wales was accepted as providing the best structure for secondary education for all children.”
Assess the validity of this opinion. (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. Source A not only refers to the “tripartite system that was officially favoured”, but also to the advocacy of multilateral secondary schools by some, especially in the Labour party. However, the

conclusion of Source A is that there was consensus about the provisions of the 1944 Bill/Act. (In fact the Act did not provide for the tripartite system, but that was the structure generally developed in England and Wales when the Act was implemented after the end of the War.) Source B deals with the position of the Roman Catholic Church and its schools in 1944. It does not refer directly to the issue of the tripartite system except by implication that this was not a problem for that Church. Source C is entirely about tripartism in the period 1945–1951. It names the three types of secondary school and refers to their promotion by the (new) Ministry of Education and indeed the Labour governments in spite of the increasing support for the introduction of comprehensive schools during this period. It is mentioned that LEAs varied in their attitudes to the tripartite system. The conclusion of Source C is that by 1950 “the tripartite system was not a success”. From own knowledge answers should take that opinion as central to the main issue of the question. The tripartite system was promoted by the Labour governments. They had the task of implementing the 1944 Act which had not defined a system of secondary schools. The system in fact continued and largely finalised that begun by advocacy in the *Hadow Report* of 1926 of grammar and modern schools for children to cater for different abilities and aptitudes. Nearly all schools had been reorganised along those lines by 1939, even if some only into senior classes of elementary schools. After 1944 the central intention was to add, in some numbers, technical schools alongside grammar and modern schools. That was not successful as few were opened and many LEAs had none at all. The Education Authorities varied considerably as to how many places were provided at grammar schools. The majority of children at the age of 11 were sent to modern schools following determination by the “11+” examination. The average was about 20% in grammar schools, but in many parts of Wales it was considerably higher. The view that an elite should be creamed off was generally supported, certainly by the Conservative Party, and still by the Labour Party officially, as the ‘scholarship ladder’ was seen as the best way of giving opportunities to working class children. However, in many parts of the country the middle classes dominated places in the grammar schools. The old class divisions in the school structure remained, even if eased, and there was a developing trend within the Labour Party to call for the introduction of comprehensive schools. (After all the primary schools were all ‘comprehensive’.) That movement was, however, not successful until the 1950s and not widely implemented until there were Labour governments again from 1964. Certainly from 1944–1951 the generally accepted “best secondary education” was through the tripartite system. Some LEAs compromised by introducing ‘central’ schools to stand midway between grammar and modern schools, but these were by no means entirely technical schools. One of the reasons for promotion of an alternative to tripartism was the pressure put on children around the age of ten to “pass” the 11+ examination. “Failure” meant what many came to regard that as condemnation at such a young age to an “inferior” secondary education, and indeed subsequent career. There was not parity of esteem with the grammar schools. Overall in the 1944–1951 period the tripartite system was accepted as providing “the best secondary education for all children”, but criticism of it and advocacy of a multilateral or comprehensive system developed. The view in Source C that by 1950 “it was becoming widely apparent that the tripartite system was not a success” is probably an exaggeration. The standards and extent of education for most children in the period 1944–1951 were certainly an improvement on the pre-war experience.

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 whether the tripartite system was accepted as providing the best structure for secondary education from 1944–1951. Level 4 responses will provide a wide range of evidence and argument to consider the opinion. Level 5 answers will show conceptual awareness of the issues of ‘acceptance’ and ‘the best structure’, and reach a balanced conclusion.