



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

History

Alternative U

Units 2, 5 and 6

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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 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.

Alternative U: Britain 1929-1998**AS Unit 2: Britain 1929-1951****Question 1**

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

What is meant by “controls and restrictions” in the context of 1945? (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. “had been needed to win the war”, or generalised references to rationing. **1**

- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. gives specific examples of state intervention during the war (such as rationing, conscription of labour, control of information) together with an understanding of the evidence in the source that many people felt these controls would still be necessary after the war was over. **2-3**

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

How useful is Source B as evidence about the reasons why the Conservatives lost the 1945 election? (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing 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 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. relies upon description of the contents of the source or makes “all-purpose” general comments about the value of a politician’s memoirs. **1-2**

- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. makes the point that Macmillan was a famous and well-informed Conservative politician, involved in 1945, and well able to explain the result at the time and in retrospect; or uses evidence to show Macmillan is defending Churchill and is quite emotive in blaming Chamberlain. In deciding between Level 1 and Level 2, the considerations justifying low L2 would be (a) basic attempts to evaluate Macmillan as a source; (b) basic attempts to use contextual knowledge to “test” whether the source is correct, or not. **3-5**

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context. For example showing that the result could have been predicted in advance; or in playing down the importance of Churchill's 'Gestapo' speech too. **6-7**

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

“The decisive factor in 1945 was that, unlike the 1930s, voters now regarded the leading Labour politicians as being capable and trustworthy.”

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 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* own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* 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* own knowledge, explicit understanding of the demands 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 the relative importance of key factors in the Labour victory of 1945. Some answers will agree entirely with the quotation and bring in much own knowledge of the wartime coalition, emphasising the contribution of men like Attlee, Bevin and Morrison and how years in such prominent roles gained them credibility. Other answers, taking their lead from the sources (especially Source C), will look for various other ‘decisive’ factors such as memories of the 1930s; or the impact of social change brought about by the war and the hope that Labour would bring in the welfare state. There may be candidates who use their own knowledge to suggest that the ‘Gestapo’ speech was important, whatever Macmillan says in Source B – and also to focus on the way that Churchill might be regarded with sympathy but the Tory Party as a whole was now a ‘Dead Duck’.

The question requires an explanation of the outcome of the 1945 election – successful answers will combine a clear statement of agreement/disagreement about the ‘decisive’ factor or factors in 1945 with solid own knowledge, and with sensible use of specific evidence from the sources. Candidates may choose to focus mostly on the ‘positive’ factors in Labour’s victory; or may focus much attention on the ‘negative’ reasons, both long-term and in the campaign itself, why the Conservatives lost. Either approach (or a combination of the two) can score well. It cannot be expected that answers will be comprehensive or even in coverage.

Question 2

- (a) Comment on “great economic crisis” in the context of Britain in 1931. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the ‘crisis’ as the result of Wall Street 1929; or literal material from the source on mass unemployment. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge – e.g. uses the source to identify the way 1931 was only at the start of the long ‘hungry Thirties’; or uses precise own knowledge of how the Labour government was brought down by it, or of how the crisis in Britain was part of a wider picture affecting many countries. **2-3**

- (b) Explain why certain parts of the country were particularly hard-hit by large-scale unemployment and its effects during the 1930s. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. by generalised comments about the hardships in industrial areas; or literal use of source-evidence on a “bitterly-divided society”. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. shows awareness of the various ways that different areas of the country were affected – with staple industries hit very hard, while other areas of the county were only slightly affected; or understanding changes over time, with the worst of the depression slackening from 1934. (Some answers may use here material on the political effects, adverse for Labour and leading to dominance of the National government. This can indeed be valid, even though it might seem to be more suited to 2(c)). **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation, e.g. the significance of various ways unemployment had an impact. Identifying precise examples of those parts of the country (such as the new suburbs) where the impact of the depression was least, or explaining key examples of unemployment ‘black spots’. **6-7**
- (c) How important, in relation to other factors, were the actions of the National Government in explaining why British society and politics remained stable in the 1930s in spite of problems caused by the depression? *(15 marks)*
- Target: AO1.1, AO1.2, AO2*
- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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 issues.
- Or***
Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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

This question is focused on something that did **not** happen – Britain in the 1930s did not lurch into extremism either of the Left or the Right but remained relatively stable. Note that this question (focused on stability in spite of the extremist threats) requires explanation and evidence to support the contention in the question, not discussion as to its validity. Some candidates may well challenge the assumption about “remaining stable”, and can be credited for doing so if they do it well; but this is not a requirement.

There was social and political stability in Britain during the 1930s. The BUF had an impact at first but fell away from 1934. Support for the Communists was quite strong in some areas but the Communists never seriously challenged Labour’s position as the main party of the Left. The reasons for this were both political and economic:

- the localised nature of mass unemployment;
- the way that Labour’s core vote held firm;
- the actions of the National Government and the reassuring role of Baldwin;
- the specific failures of extremism (perhaps especially Mosley);
- the unifying effect of the monarchy and/or the empire;
- the community spirit in the worst-affected areas (including the George Orwell theory that “Britain was saved from revolution by fish-and-chip shops, the cinema and the football pools”).

Successful answers should provide a relevant basic explanation of a range of factors. Some will agree with the thrust of the question and devote much attention to the actions of the National Government. Others will deal only briefly with the National Government and focus their evidence on other, more significant factors. Answers which differentiate well between factors of greater or lesser importance should be rewarded appropriately.

Question 3

- (a) Comment on “the ‘special relationship’ with the USA” in the context of Britain after the Second World War. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. generalised assertion about Britain’s alliance with the United States. 1
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. showing understanding of Britain’s inability to continue paying huge costs after the war, and this being very dependent upon American help; or explaining why the ‘special relationship’ was likely to continue as the Cold War had led to unrealistic expectations about Britain as being “equal” with the United States. 2-3

- (b) Explain why, in 1947, Britain faced an urgent economic crisis. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements about Britain being bankrupted by the costs of the war, or was crippled by the winter of 1946-47. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. ever greater dependence on American loans during and after the war; especially in 1947 or the ways in which the costs of nationalisation and welfare state spending put extra strains on the burdens of the war; or own knowledge of Cripps and ‘austerity’. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation, e.g. the way in which Britain had been over-stretched by carrying the war alone in 1940-41; or explanation of how there was a conflict between domestic and foreign commitments, leading to Britain being forced to pull out of Greece, Palestine, India etc in 1947. **6-7**

- (c) How successfully did Britain maintain its “imperial role” in the years 1947 - 1951? (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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 issues.
- Or***
Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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 focus of this question is the attempt to maintain Britain's position as an imperial power in the period 1947-51. Some candidates may take a narrower and more literal view of the 'imperial role', concentrating on the Empire and Commonwealth and perhaps especially on the withdrawal from India. Others may take a wider view of Britain's desire to remain as a 'world power', including responsibilities in the Cold War. Either approach is valid.

Many answers will focus on the role and personal contribution of Ernest Bevin. Another important implicit part of the question is on the economic situation at that time. Relevant factors here include the dollar crisis, the economic difficulties of the notorious winter of 1947, and the psychological shock of the decisions to allow Indian independence and to withdraw from commitments in Greece and Palestine. There is considerable scope for explanation of success and/or failure in the controversies surrounding Indian independence; and in the different perceptions of Britain's relations with, and dependence on, the United States. For example, in the way that determination to remain an imperial power led to neglect of avenues into Europe; or to excessive spending on army and navy and overseas bases. Between 1947 and 1951, it could be argued, there was a considerable recovery of Britain's position, both economically and in specific arrangements with Empire and Commonwealth; equally, this might be explained as failure to face the facts of Britain's real status in the world.

Alternative U: Britain 1929-1998**A2 Unit 5: Britain 1951-1997****Section A****Question 1**

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

To what extent do these sources differ in their view of the causes of Labour's defeat in the 1979 election?
(10 marks)

Target: AO1.2, AO2

- 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, e.g. extracts simple evidence to show Source B is much less openly hostile than Source A. **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, e.g. accurate grasp of the evidence, pairing a series of source extracts to show differences of attitudes (Tebbit's "savage delight" v "tide is running"; the very different tone and emphasis about Labour from a Conservative enemy and a BBC journalist. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation, e.g. Source A has several implications of agreement about the impact of the Winter of Discontent. **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, e.g. own knowledge of the extent to which Source A is based on admiration and loyalty to Thatcher (e.g. "Margaret blazed with power and authority"), whereas Source B suggest a more negative verdict – "less on Thatcher's plans for fundamental change". There is a sense of detachment in Cole, very different from Tebbit's tone, even when the actual statements seem to agree. **9-10**

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

"Conservative victory was founded above all on the decisive policies and the dynamic personal qualities of Margaret Thatcher."

How valid is this assessment of the reasons why the Conservatives won the 1979 general election?
(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 question involves a variety of factors around one central issue: why did the 1979 election turn out as it did? The quotation focuses squarely on the Thatcher factor; but the evidence of the three sources is most about the winter of 1978-79, on Callaghan, and on a presumed sea-change in British politics – in other words on the idea that the Thatcher factor was perhaps of only limited importance. Successful answers will be able to resolve this debate about Thatcher’s importance, analysing and prioritising a range of factors to produce a relevant argument. A balanced answer might focus much more on either Conservative victory or on Labour’s defeat. As long as a range of factors is used to reach a coherent conclusion, factual coverage need not be equal. There is scope for answers to go back before 1978-79 in search of long-term factors, but this is not a requirement.

Successful answers will show explicit understanding of 1979 as a “turning-point” in British politics (or not) relating it to clearly defined factors and causes, and using selective evidence from both own knowledge and the sources.

Section B

Questions 2 – 7 are synoptic in nature and the rewarding of candidates 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 each 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

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

L2: *Either*

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

Or

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

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

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

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

Question 2

To what extent were the achievements of the post-war Labour governments continued and defended by the Conservative governments of 1951 to 1964? *(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 central issue is the so-called “Attlee consensus” Did it exist and was it carried through from 1951 to 1964 by “One Nation” Conservatism under Churchill, Eden, Macmillan and Butler? As usual, there is a wide range of possible interpretations, not least the contrasting views of Arthur Marwick and Correlli Barnett. Some answers might also focus on Suez in 1956 as a divisive moment splitting the consensus and pointing forward to the social changes and ‘generation gap’ of the Sixties. Note that the “achievements of the post-war Labour governments” in the question requires an assessment of the Attlee legacy but not necessarily detailed analysis, but is by no means essential. Comprehensive coverage of all “Conservative governments” is not a requirement as long as the period 1951-64 is seen as a whole and is illustrated by selective evidence. Answers at L3 might have either a good general overview of a range of factors or good analytical evidence; answers at L4 and L5 should have both.

Question 3

“The so-called ‘Sixties social revolution’ was little more than a myth; in reality, society showed much more continuity than change.”

How convincing is this view of British society between the late 1950s and the early 1970s? *(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

As usual, ‘social revolution’ may be defined in a variety of ways (including a flat denial that one actually took place at all). Arthur Marwick claims the Sixties started in 1958 and ended in 1973 – but the dates in the question are deliberately left open to offer flexibility. As usual, some answers may, legitimately, go back to the Second World War to seek important trends happening well before the Sixties. As usual, the concept of social revolution can include a focus on cultural change, especially as related to youth culture, but this is not a requirement. The key issue is the focus on continuity. This must be addressed, even if (as most answers

will probably argue) continuity is rejected in favour of an argument that a social revolution did indeed take place.

L1 and L2 answers are likely to make sweeping and uncritical assertions about the extent of change; or to rely on descriptive accounts of popular culture. Answers at L3 may have overall clarity about the extent of continuity and change even if a little lacking in depth or balance. Answers focusing upon only one aspect of social change would normally be limited to L2; but an answer of otherwise high quality could make L3. For L4 and L5 will have a clear argument about the extent of continuity and change, illustrated by selected examples.

Question 4

“Concerns with the world outside did more to keep Britain out of Europe than did issues in domestic politics.”

How valid is this explanation of the reasons why Britain did not join the process of European integration before 1973? *(20 marks)*

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

Marks as follows:

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

Indicative Content

The key issue is something which did **not** happen – this is a question of negative causation. Many answers will challenge the quotation, arguing that many key factors were British and “domestic”, involving divisions of opinion in both major parties, perhaps especially the Labour Left. On the other hand, many “concerns about the outside world” could be analysed, including dreams of Empire and Commonwealth, the ‘special relationship’ and so on. Other key factors are specifically European, especially the role of De Gaulle and the French-German axis after 1958. Successful answers will use a selection of these issues to support their argument in relation to the key quotation.

NB 1951 is the start of Unit 5 – by which date the process of Britain stepping aside from European integration was already well advanced. Some answers will explain thoroughly the longer terms factors already in play by 1951, especially the lingering effects of the war, but this is not an essential requirement. Other valid answers might focus closely on the key events leading to the blocking of efforts by Macmillan and Heath in the early 1960s. The end date of 1973 is clear enough, but some answers might legitimately use evidence from the referendum campaign of 1975 to illustrate important aspects of opposition to British entry.

Question 5

“ The record of the Labour governments led by Harold Wilson was one of political and economic failure.”

How justified is this verdict? *(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 quotation offers a sharply critical view of Wilson's career in office. Answers should respond to this with a balanced assessment, choosing to agree, to challenge, or to re-define the proposition (balance should include awareness of Wilson's second term; answers totally devoted to 1964-1970 would only reach above L3 in exceptional cases). Wilson came into power with a high reputation based on his successes in opposition, his impressive record since 1945 and his skill with the media. When he left in 1976, his powers were waning and the Labour party was in deep trouble. Some answers, often good ones, will differentiate between the two periods in office; others may take their lead from defenders of Wilson's reputation, such as Ben Pimlott and John Cole, emphasising Wilson's tactical skills, and the massive difficulties in keeping such a fractious party together.

L1 and L2 answers are likely to adopt one uncritical view of Wilson and assert it without much evidence or discrimination. Answers at L4 and above will resolve the debate through a well-argued case, backed by selected specific evidence.

Question 6

To what extent did the domestic policies of the Conservative governments from 1979 to 1990 amount to a "Thatcher Revolution"? *(20 marks)*

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

Marks as follows:

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

Indicative Content

This question comprises three distinct elements – aims, policies, results. Successful answers will evaluate the policies of the Conservative governments, the degree of change and 'revolution' achieved by 1990, and the elements of continuity during the 1980s. It is also possible to focus the 'Thatcher Revolution' as much on the Conservative Party itself as on the country as a whole. Several historians now argue that Thatcher was at least as much a pragmatist as a crusader. Even Thatcher admirers are likely to argue that she was prevented by her "disloyal" ministers, or by the Whitehall bureaucracy, from achieving all her radical aims. Others will point to a counter-revolution, harking back to the traditional moral certainties of the 1950s. Many, of course, will assess her as a revolutionary force, and will see 1979 as the end of "post-war consensus". As usual, successful answers will establish a cogent argument, backed by selective evidence.

Comprehensive or even coverage of the three “governments” from 1970, 1983 and 1987 is not a requirement but more successful answers will show some synoptic awareness of the 1980s as a whole, and some differentiation of changes over time. An assessment looking back from 1990 is of greater value than detailed descriptive accounts of events and personalities.

Question 7

“ Labour’s landslide victory owed more to the opponents of John Major than to the supporters of Tony Blair.”

How valid is this explanation of the outcome of the 1997 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

This question might seem to be mostly about John Major and many good answers may indeed concentrate very much on the Conservative Party and the disasters and divisions occasioned by Norman Lamont, the Eurosceptics, Neil Hamilton and so on. But there were also many reasons special to the Labour Party for the apparently miraculous rebirth of Labour as an electoral force. (Peter Mandelson, for example, definitely was a “supporter of Tony Blair”; but credit might also be given to people like Kinnock and Smith who are less easy to categorise). Some answers, often good ones, will argue that 1997 was simply a case of a tired government which had come to the end of its life, much like the Labour governments of 1951 and 1979 and that the impact of ‘New Labour’ was greatly exaggerated at the time. Answers from mostly a Labour prospective will be just as appropriate as answers focused on internal Conservative weaknesses. The key word is “mostly” – answers at L4 and L5 will not only provide analytical argument and selective evidence but will have a balanced assessment. As usual, balance here does not by any means require equal coverage, only balanced awareness of the issues and alternatives.

Alternative U: Britain 1929-1998**A2 Unit 6: Britain and Ireland, 1969-1998****Question 1**

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

How valid is David McKittrick's interpretation of republican and unionist attitudes towards the final negotiations leading up to the Good Friday Agreement? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains, e.g. basic description of the different positions of Adams and Trimble. **1-2**
- L2: Demonstrates understanding of the interpretation and relates to own knowledge of the context, e.g. explains the reasons why the unionists were "more worried and more divided." **3-5**
- L3: As L2, and evaluation of the interpretation is partial, e.g. takes the line that the author seems to be unsympathetic to unionism compared with Loughlin or others; or develops by own knowledge the role of Paisleyism and the danger of becoming another "scalp swinging from Paisley's belt". **6-8**
- L4: Understands and evaluates the interpretation with reference to own knowledge to reach a sustained and well supported judgement on its validity. Answers show critical awareness e.g. of why Blair might, in private, acknowledge the need to give comfort to unionists; or evaluate through own knowledge the perspective of McKittrick as an experienced journalist balancing four different viewpoints (Adams, Trimble, Paisley, Blair). **9-10**

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

How reliable is George Mitchell's assessment of the contribution of David Trimble to the achievement of the Good Friday Agreement? (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 of the limitations of the content of the source in relation to its utility/reliability within the context of the issue, e.g. basic assertions about Mitchell being an "impartial" American. **3-5**

L3: Demonstrates reasoned understanding of the limitations of the source in the context of the issue and draws conclusions about its utility/reliability, e.g. that Mitchell is very well-informed; or is too eager to be “nice” about the role of Trimble (and also Blair). Some answers may also pick up the idea that there is a temptation for Mitchell to take a rosy view of his own role as the great mediator. **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, e.g. shows a balanced awareness of both the reasons why Mitchell might wish to go out of his way to flatter and to congratulate Trimble; and/or of Mitchell’s genuine understanding shown of the problems Trimble faced. L4 answers are also likely to show depth of analysis in noting the reasons (and the evidence) for Mitchell saying much kinder things in public than might have been the case in private. **9-10**

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

“The key factor in the negotiations from 1994 to the 1998 Good Friday Agreement lay not within Northern Ireland itself but in the new relationships between London, Dublin and Washington DC”.

How far do you agree with this assessment? *(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 question focuses on the years from the first IRA cease-fire in 1994 to the actual Agreement in 1998. Answers agreeing with the quotation have much potential material to work with: first the new London-Dublin relationship between Major and Reynolds and the Downing Street Declaration; then the later, closer partnership between Blair and Ahern; and thirdly the seemingly key roles played by Bill Clinton and George Mitchell in providing conciliation, encouragement and a lift to the ‘respectability’ of Sinn Fein.

But answers challenging the quotation also have much powerful ammunition to support an argument that the ‘key factor’ was something else altogether – e.g. it was all down to the axis between Adams and John Hume; or it was all due to the successes of the security forces in “proving” to the IRA that violence had failed; or it was all about the role of the paramilitaries and especially the release of prisoners.

It is not expected “balance” will mean even-handed, ‘middle-of-the-road’ assessments, nor comprehensive coverage. Many effective answers may be trenchantly unionist or nationalist in tone – this is entirely valid just as long as they are well argued, backed by specific evidence from own knowledge, from the three sources, and (at L4 and L5) showing a grasp of other perspectives from the nominated texts or from wider independent reading.