

General Certificate of Education

History 5041

Alternative R Britain, 1895–1951

Mark Scheme

2006 examination – January 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 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

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

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

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

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

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

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

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

B: EXEMPLIFICATION OF 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: DECIDING ON MARKS WITHIN A LEVEL

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 A**
- and your own knowledge.

Explain briefly the meaning of ‘splendid isolationist’ (lines 5-6) in the context of British foreign policy at the end of the nineteenth century. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. pursuing interests without links with other states, or domination through naval strength, or not making alliances, or avoidance of commitments to either of the European ‘camps’. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. of Britain’s imperial interests and avoidance of European entanglements. **2-3**

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

How useful is **Source C** as evidence about how Britain viewed her relations with other powers at the time of the Agadir crisis? (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. that Britain should maintain her position as a great power. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. content of the source about Britain’s position in the world and conditions under which Britain would go to war, linked to the actual Agadir crisis in 1911 and the significance of the speech being made by Lloyd George. It does not, however, make reference in this extract to the entente link with France nor to hostility caused by the perceived threat of growing German naval power. **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. the force of the words from the

Chancellor of the Exchequer in a Liberal government in the context of German action in the Agadir port, its wider implications for the naval rivalry of Britain and Germany, and Britain's adherence to the entente with France. It is particularly useful evidence of the government's position at the time of the crisis. **6-7**

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

'Preserving her empire and maintaining her naval supremacy were the main reasons why Britain went to war with Germany in 1914.'

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 focuses on Britain's worldwide interests and particularly her naval supremacy, and also indicates her attitude to the European balance of power. It ends by implying the challenge to Britain's naval supremacy. Source B identifies the extent and importance of the British Empire, and links this with the Empire's contribution of manpower in the First World War. Source C, in giving the clear view of Lloyd George and the government at the time of the Agadir Crisis, reveals determination to protect Britain's world position, but does not refer to imperial or naval interests directly. From own knowledge there can be material as

evidence concerning the importance of the Empire in the context of the perceived threat from Germany from the period of the Boer War onwards. The ententes with France and Russia were particularly significant as was Britain's position at Algeciras, as well as in the Agadir Crisis, in supporting France over Morocco. The naval race was also especially significant with the first and major challenge to Britain's supremacy on the seas since Trafalgar. However, sound responses may note that war with Germany was not certain over either imperial or naval issues, or indeed any other, until the July/ August crisis in 1914 and the final decision determined by the German invasion of Belgium, which was a direct threat to Britain itself, and by extension to its naval position, rather than to the Empire directly. Relevant material will be selective rather than comprehensive.

Level 1 answers will be thin in content and/or assertive in argument. Level 2 responses will have some understanding of both the imperial and naval issues at stake. At Level 3 answers will utilise both sources and own knowledge to explain the importance of both issues for Britain with some reference to other factors causing war. Level 4 responses will have a solid range of evidence linking the central issues of the question with wider considerations. At times before 1914 relations with Germany improved rather than constantly deteriorating, but the final crisis provided both crystallisation and the catalyst for war. At Level 5 answers will have full integration of material from the sources with own knowledge to support a balanced argument about 'the main reasons' in a wide context, but with developed consideration of imperial and naval issues.

Question 2

- (a) Explain 'the Education Bill' (line 2) in the context of political controversy in 1902. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. a main proposal of the Bill, or opposition of nonconformists/Liberals. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. abolition of the School Boards, rates for Church schools, strength of the opposition and 'rates strikes', reuniting of the Liberal party after the Boer War divisions. **2-3**

- (b) Explain why Joseph Chamberlain's tariff reform campaign divided the Unionist (Conservative) Party. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the Party was seriously split over whether to adopt Chamberlain's policies or stick with the traditional free trade policy. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the issue was made controversial by Chamberlain favouring imperial preference with tariffs on non-imperial countries' products. The traditionalists associated free trade with Britain's economic prosperity. Many

Unionists were suspicious of Chamberlain for his record on causing division within a party. Churchill left the Unionists. Chamberlain's supporters saw tariff barriers erected by other states adversely affecting British trade and wanted the potential of the 'undeveloped estates' of the Empire to be exploited. Chamberlain had been Colonial Secretary since 1895 and was in fact advocating imperial preference, not a straight policy of protection. **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. a holistic view containing the argument from both sides on the controversies over the tariff reform campaign and how they divided the Unionists. Traditionalists emphasised that Free Trade meant retaining established trade, exports, 'cheap' food and employment, and that it would be politically dangerous to change. The Cabinet was also divided and this in turn led to deeper division within the Party. **6-7**

(c) Was the failure of Balfour's government to bring about social reform the most important factor in explaining the Liberals' General Election victory in 1906?
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

Failure to bring about social reform was an issue, but not the main factor. The Education Act had been introduced, but was hardly a popular reform with many among the electorate. The Act did in fact help to reunite the Liberal party following the Boer War and return the nonconformist vote largely to the Liberals. The Unemployed Workmen's Act and the Land

Purchase Act were Conservative social reforms though their impact in Britain was very limited. Probably the most significant factor in explaining the Liberal victory in 1906 was tariff reform, which divided the Unionists, but united the Liberals ‘around the big loaf and free trade’. However, also important were revelations about poor military performance in the Boer War, the treatment of women and children in the concentration camps, the ‘Chinese Slavery’ issue, the Taff Vale Case and weak leadership of Balfour. Campbell-Bannerman had greater appeal than Balfour, although the Liberals hardly offered a clear programme of social reform before 1906. However, the revelations about recruits for the Boer war, reports such as those from Booth and Rowntree, and the demands of the Labour Representation committee and its supporters put the case for reform, and especially social/welfare reform, on the political agenda. The Liberals were helped by the Lib-Lab pact of 1903 although the ‘first past the post’ electoral system greatly exaggerated their majority in seats won.

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

Question 3

- (a) Explain ‘laissez-faire principles’ (lines 2-3) in the context of Liberal beliefs before the outbreak of the First 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. that the individual should have responsibility for him/herself with state/government intervention being the minimum possible, or in the economic context meaning free trade. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the concepts of individual freedom and free trade with state intervention largely restricted to defence, and law and order. However, these principles had been adapted considerably in practice by 1914. The Liberal social reforms in particular saw major developments in terms of state intervention and responsibility and well before 1906 Liberals had accepted state provision of education. **2-3**

- (b) Explain the reasons why the government took on new responsibilities for the British economy in the years 1914 to 1918. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. the need to direct production to support the war effort. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the need to overcome the shell shortage of spring 1915. The Ministry of Munitions with its extensive powers continued to control weapons production through to 1918. All production, including that of food, had to be directed in the context of a total war and D.O.R.A. enabled the effective nationalisation of key industries and transport. Male munitions workers and others in essential industries were restricted from joining the forces, especially from 1916, so that production was not undermined. In later stages of the war food shortages led to rationing. **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. a holistic explanation encompassing a range of reasons for government actions in relation to the economy and labour in the context of total war. There may be reference to the introduction of import duties and the excess profits' tax. Some answers may refer to the difficulties of firstly a Liberal government and later Liberal politicians taking what for them were difficult decisions. **6-7**
- (c) Were the actions of government the most important factor in explaining social changes in Britain 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

Amongst significant changes made by government, some of which were long lasting, were those implemented under D.O.R.A., e.g. censorship. Initially government encouraged normality, but realisation that the country was involved in total war swiftly led to changes.

'Pub' opening hours were restricted and tax on drink increased. Summer time was introduced. The later introduction of food rationing was induced more by panic buying than serious shortages. The 1918 Education Act raised the school-leaving age to 14 and provided part-time education between 14 and 18 (though the latter provision was short lived after the War). Major social changes emanating from government were produced by recruitment for the forces, both voluntary and through conscription, and the effects of the War itself. Hardly a family was not affected by death and/ or disablement/ serious injury occurring in the fighting. Often the 'breadwinners' were absent on a temporary or permanent basis. The War left a large number of widows and a 'surplus' of women over men. During the War, government encouraged women into work and not just in the munitions factories where their welfare provision was improved enormously. Strides forward were made in some professions and other services. Government itself rewarded suffragettes and women generally with the parliamentary franchise in 1918.

On the other hand many of the social changes, many of them rapid, came about without direct government intervention, but in some ways came about because of wartime changes. There was a marked decrease in the number of women working in domestic service as better paid jobs became available. Women gained higher pay and greater social freedoms. Clothes became more practical for life outside the home. There was more movement towards greater social equality and class barriers were lowered. (There was equality in death and injury on the Western Front).

Level 1 responses will contain minimal factual information and/ or be assertive in argument. At Level 2 answers will have fuller descriptive information, but remain limited in range of material and evaluation. Level 3 responses will have clear understanding of some actions of government and some other factors producing change, and attempt some evaluation. Level 4 answers will contain a wide range of evidence and clearly weigh the importance of government actions against the significance of other factors in reaching a balanced conclusion. They may note the difference between temporary and longer-lasting changes. At Level 5 responses will have coherent judgement based on a wide range of knowledge of factors relevant to government actions and other developments.