



General Certificate of Education

History 5041

Alternative U Britain, 1929–1998

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 and A2 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 U: Britain, 1929–1998**AS Unit 2: Britain, 1929–1951****Question 1**

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

Explain briefly the meaning of ‘staple industries’ in the context of the British economy in 1929. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. the main or traditional industries of the British economy, or the basic industries of the economy. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. uses own knowledge to refer to specific industries such as coal, textiles, shipbuilding, iron and steel; for more developed answers links the location of these industries to certain regions such as South Wales, Tyneside, the North-West; the importance of these industries for export; structural problems by 1929. **2-3**

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

Explain how useful **Source C** is as evidence about the reasons for high unemployment in the depressed areas of Britain in the 1930s. (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. was written at the time by someone who visited Stockton. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. Priestley toured around England and was aware of the social and economic issues of the time, writing is from 1934 when the Depression was still deep, refers to specific reasons such as over dependency of certain towns / regions on one particular industry, difficulties of these areas due to location and distance from markets in attracting and adapting to newer forms of industry. **3-5**

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. tone of bitterness and sarcasm reflecting the despair felt in the depressed areas, use of own knowledge to link to events such as the Jarrow Crusade and the Hunger Marches, awareness of the human results of structural changes in the economy, **but** the extract is looking at only one town in one region centred on one industry in the worst period of the Depression. **6-7**

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

‘For the British people the 1930s was a decade more of affluence and hope than of hardship and despair.’

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

Question focuses on the experience of the British people in the 1930s and whether it was a decade of rising living standards and hope for the future or a decade of falling living standards and despair. Candidates can use the sources for evidence supporting both views. Source A gives evidence of improved quality of housing for a substantial proportion of the population, of a wider range of shops and retail products and of a popular form of mass entertainment. Source B points out that unemployment was low in areas close to Greater

London and that the Midlands and South-East were generally more prosperous than the old industrial regions of the North and West. Candidates may well use the sources and their own knowledge to refer to the different experiences of those employed in the declining 19th century staple industries compared to the new, growing industries. From their own knowledge candidates might also refer to the World Slump having a less deep and more short-term effect on the Midlands and South-East than on the North and West.

Other evidence from own knowledge might include rising real incomes for those with regular work owing to such factors as falling prices, family size, low interest rates and the greater availability of buying on credit. Candidates may well argue that even the unemployed found solace in the cinema, radio, dog racing and other forms of mass entertainment. They might argue that unemployment benefit and other social welfare did at least provide a basic support for the long term unemployed, that the jobless were better off in the 1930s than they would have been before 1914 and that the failure of both Communism and Fascism to make headway in Britain suggests that even in the depressed areas life was not completely without hope. Very high level answers might argue that until the late 1930s the decade was one of hope in the broader sense of Britain being at peace, hope that another great war could be avoided, with belief first in Collective Security and later in Appeasement.

Equally candidates might use the sources to argue for a decade of hardship and despair. They might use Source A to point out that it was Britons lucky enough to be in work who benefited most from falling prices and low interest rates. Sources B and C give plenty of ammunition for hardship and despair with the high and persistent unemployment of areas like South Wales or the North of England, whilst Source C provides evidence of communities in the North-East being left to rot. Own knowledge could supplement such evidence with reference to cuts in wages for public servants in 1931 –32 and periods with living standards falling even for those in work. They might point to the Means Test and the humiliations imposed by Unemployment Assistance Boards. Candidates could quote health figures to show how the depressed areas experienced not only unemployment and hardship but also poor health and higher death rates. On a broader front very well informed candidates might refer to despair in the face of the fear of impending war and the horrors of mass aerial bombing. Mass entertainment might be seen as a form of escapism.

Candidates might conclude that neither description fits the experience of all of Britain. They might point out that even within depressed regions there were pockets of increasing affluence just as within more affluent areas there were pockets of hardship. They may differentiate between the early 1930s when a combination of cyclical and structural unemployment brought hardship to much of the country and the later 1930s when there was gradual recovery, which affected even some of the staple industries. Such judgements should be rewarded.

Level 1 answers will be based on generalised assertion or rely excessively on some of the sources. Level 2 answers may make use of source material and will have some own knowledge but either lack focus on the question or be thin in terms of knowledge and understanding. They may be excessively one-sided in their view or their response will be bland. Level 3 responses will use both sources and own knowledge with a relevant focus. They may still focus primarily on either the negative or the positive view but will display greater depth and range of knowledge and make judicious use of the sources. However they may lack weight or balance. Level 4 answers will provide a more comprehensive discussion of both views supported by sound knowledge and effective use of the sources. They will consider both sides – though not necessarily equally – and better answers may challenge the assumptions in the question e.g. that either affluence or hardship hit all areas and groups equally and throughout the period. Such a challenge should be well rewarded. Level 5

answers will show themselves by impressive coverage, debate, specific evidence and by the differentiated experience not only of parts of the country and social groups, but also perhaps of time.

Question 2

- (a) Comment on ‘landslide victory’ in the context of the 1945 General Election. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. Labour won a lot of seats, it was a great surprise. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. Labour won almost twice as many seats as the Conservatives – 393 to 213, or Labour had an overall majority of over 150 seats, or Labour won more seats than the Conservatives and Liberals combined, for the first time Labour won a large overall majority the first two Labour governments being minority governments, or reasons why the result was such a surprise. **2-3**

- (b) Explain why the Labour Government was defeated in the 1951 General Election. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. general and unsupported statements about Labour doing badly or badly compared to 1945, or just uses figures given in the source. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. gives specific reasons why Labour lost seats such as voters tired of rationing and Austerity, business tired of government regulation and ‘red tape’, prescription charges, the middle classes tired of high taxation and the devaluation of the £, balance of payments into deficit again. **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. not just disillusionment with Labour but renewal of the Conservatives through party reorganisation and their acceptance of the Welfare State. Will differentiate between the factors perhaps pointing out that Labour’s share of the vote was actually higher than the Conservative share and / or that it was mainly middle class rather than working class voters who deserted Labour. This might suggest the greater importance of reasons to do with Labour’s financial and economic policies rather than its social ones. Level 3 answers may have no more or fewer factors but show greater depth of understanding or have some degree of differentiation and evaluation. **6-7**

- (c) Explain the importance, in relation to other factors, of the part played by the Conservatives themselves in contributing to Labour’s victory in 1945. (15 marks)

Target: AO1.1, AO1.2, AO2

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

Indicative content

Candidates will probably refer to memories of long term unemployment, cutbacks in social welfare, the Means Test, Appeasement and other failings associated with the Conservative dominated National Government of the 1930s. They may also refer to the slack organisation of the Conservative Party machine in 1945 and its over reliance on the wartime popularity of Churchill to win the Election. Some candidates will no doubt refer to Churchill’s failings during the 1945 Election campaign such as the ‘Gestapo’ speech, lack of enthusiasm for the Beveridge proposals and many voters’ view of him as a great wartime Prime Minister but not a peacetime one.

Equally candidates may argue that even by 1940 Labour had fully recovered from the debacle of 1931 and that it was time for a change of party government. They may point to Labour’s manifesto being full of specific proposals more in tune with the hopes of the electorate. Others may point to Labour’s ministers – Attlee, Bevin and Morrison, having become household names during the war years and having gained ministerial experience in the War Coalition. Candidates will no doubt also refer to the change in public attitude during the war e.g. greater acceptance of an enhanced role for the State, greater equality of opportunity, more radical measures to end poverty, desire for change, etc. Candidates may well conclude that it was really due to Labour, or the changed attitudes engendered by the Second World War rather than Conservative weaknesses, which explains the result. Successful answers will demonstrate a relevant, knowledgeable yet balanced assessment of a range of factors. L4 and L5 answers will not necessarily have greater detail – though some will – but will show themselves through range and depth of explanation or their ability to differentiate between factors and an attempt to assess their relative significance.

Question 3

- (a) Comment on ‘two new dominions’ in the context of British withdrawal from India in 1947. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. recognises the new dominions as India and Pakistan. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. a Moslem State to be called Pakistan which was new and artificial and the rest of India largely non-Moslem; some may refer to the desire of the British and the Congress not to have two new states; or some may refer to inter-communal violence at the time of their creation; others may refer to the establishment of these two new countries as members of the Commonwealth. Candidates may also point to the new Pakistan being divided into two – West and East. **2-3**

- (b) Explain the reasons why British India was partitioned in 1947. (7 marks)

Target: AO1.1, AO1.2

L1: Demonstrates implicit understanding of the issue, e.g. Difficulties in getting agreement over keeping British India united, only practical solution was to divide the sub-continent. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. inability of the leaders of the Moslem League and the Congress Party to agree on keeping British India united, ambitions of Jinnah for a Moslem State, British desire to keep to a strict date for withdrawal, financial and / or American pressure on Britain led to a more rapid withdrawal than had previously been envisaged. **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. not really what either the British or Congress wanted but seemed only practicable solution, pressure on Mountbatten from Attlee to get Independence through by August 1947, sheer size and complexity of the sub-continent, desire of Burma and Ceylon to separate. Level 3 answers may have no more or fewer factors but show greater depth of understanding or have some degree of differentiation and evaluation. **6-7**

- (c) Explain the importance, in relation to other factors, of the impact of the Second World War on the decision of the Labour Government to begin Britain’s withdrawal from its overseas commitments in the years 1947 to 1951. (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**

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- 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

Overseas commitments should include the Indian sub-continent, Palestine, possibly Egypt and Greece/Turkey. References to Germany and Korea can be rewarded, but should not be expected. Candidates may well argue that the war was crucial both in its economic and its political effects. With regard to India, candidates may contrast the view prevailing in the 1930s that British withdrawal lay many years in the future with the suddenness of withdrawal in 1947. They may refer to the economic costs the war imposed on Britain, British dependence on US loans and US pressure on Britain to decolonise. Candidates might argue that British defeats by the Japanese had anyway undermined acceptance of British authority. Some may point to the promises made during the war for Dominion status for India in return for support against Japan. Financial need and competing demand for resources to implement the social reforms, which the war encouraged, also led Britain to pull back from Imperial commitments not just in India but in Palestine and Egypt too. It could also be argued that the war had stimulated the rise of nationalism whether in India, Palestine or Egypt. British policy in western Germany it could be argued was aimed at stimulating economic recovery after the devastation of war and so helping British economic recovery as well. Britain's support for the UN in Korea could be seen as not repeating the appeasement, which many believed had led to World War Two.

However, more balanced answers should point to other factors determining Britain's withdrawal. Candidates might argue that the 1945 Election, by removing Churchill and bringing Attlee to power, was a key factor in speeding up British withdrawal from India. They may point to Attlee's long standing desire to bring India to independence, his sending out of Mountbatten as Viceroy with orders to withdraw. Candidates may point to the serious financial problems Britain faced in 1947 and the urgent need to cut back spending. They may point to the acceptance of partition as evidence of the Labour Government's desire to quit India as quickly as possible. Others may refer to the pressures of the Indian Nationalists, the civil disobedience of Gandhi, the mutiny in the Indian Navy, the influence of those Indians who had fought with the Japanese and growing inter-communal violence. Some might conclude that the withdrawal was implicit in the constitutional changes of the 1930s but that

the war speeded up the time scale, others that the timing was further accelerated by Attlee and by the British facing increasing loss of control during 1946-47.

In Palestine too there were other pressures – the growing tension between Arabs and Jews in Palestine, pressure from the US to allow in displaced Jews from post-war Europe and the role of Bevin. Candidates may argue that Palestine, like India, had deep ethnic / religious divisions, which made peaceful compromise impossible forcing early withdrawal. Britain's warning to the USA in 1947 that it could no longer afford the burden of intervention in the Greek Civil War was again partly a product of the economic and financial problems left by the war but also made worse by the convertibility and winter crises.

In the period after 1947 candidates may refer to the 'special relationship' developing with the USA. They could argue that economic and financial dependence on the USA was a factor bringing withdrawal from India and Palestine but that the desire to commit the US to the defence of Western Europe encouraged Britain to take on additional commitments such as the Berlin Air Lift, membership of NATO and involvement in the Korean War. Others might argue that both Labour and Conservative politicians still thought of Britain as a World Power and felt Britain ought to play a major role in world affairs. Some candidates may argue that Britain's increased commitments in Germany were a result of the developing Cold War and the perceived threat of further Soviet expansion. The spread of the Cold War to Asia following the victory of the Chinese Communists in 1949 and the North Korean invasion of the South led Britain to support the UN in the defence of South Korea. Some candidates may link the spread of Communism and Nationalism in Asia to Britain's involvement in the Malayan Emergency from 1949.

Reward candidates who challenge 'withdrawal' by arguing, for example, that in Germany and in Korea Britain took on extra burdens. In Germany feeding people in the British sector, reorganising the trade unions, the lander, the creation of Bizonia, the DM as well the Berlin Air Lift and the preservation of a Western presence in Berlin. In Korea Britain sent the largest military contingent after America. Some may point to the ill effects Britain's heavy defence spending had on her economy in 1951.

Level 1 answers will be very limited in knowledge and understanding and perhaps concentrate only on one area of withdrawal. Level 2 answers will show greater depth of knowledge and understanding and perhaps consider more than one area of withdrawal and more than one causal factor. Level 3 responses will be more analytical, considering a range of factors and perhaps a wider range of areas. Levels 4 and 5 answers will be expected to consider a range of overseas commitments though not necessarily all of them, and also to demonstrate an understanding of the variety of factors forcing Britain to prioritise its commitments. At Level 5 candidates will make some attempt at a judgement between the relative importance of the factors though this may be implicit or partial.