



**General Certificate of Education
June 2013**

AS History 1041

HIS2H

Unit 2H

Britain, 1902–1918:

The Impact of New Liberalism

Final

Mark Scheme

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 students' 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 students' 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2013

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2H: Britain, 1902–1918: The Impact of New Liberalism

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to Lloyd George as a war leader. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	10-12

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- Source B suggests the view that there was nothing new about his methods, Source A refers to his arrival as ‘a revolution’
- Source B suggests that to some he was the ‘Man Who Won the War’ and reinforces this view by saying ‘As a result Britain won the war’ through his organisation, though he cannot be credited with the military victory. There is no explicit assessment of Lloyd George’s achievements defined in Source A. The source takes the view that there was

seismic change but does not conclude that these changes led to victory, in the way Source B does

- Source A sees Lloyd George as innovative and has him as the 'supreme ruler'. Source B, in addition to suggesting his methods were not new, takes the view that he used 'techniques which were practised regularly by his predecessors'. His predecessors were not supreme rulers.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- acting as a dictator would have been complicated by the need for the support of Bonar Law and the Conservatives who populated Lloyd George's coalition. Some Conservatives occupied major ministerial posts
- the Labour Party was also represented in the coalition and led by Arthur Henderson
- the rationale for forming the new government had been to return control of the war into the hands of civilians in order to prevent social and political breakdown. Lloyd George acting as a dictator was not consistent with this aim.

To address 'how far', students should also indicate some similarity between the sources. For example:

- Source B does offer the idea of Lloyd George as a 'dictator'. This is explicitly stated in Source A, 'The backbenchers made Lloyd George a dictator'
- both sources acknowledge his capacity to listen to advice and act upon it
- both refer to the view that he achieved as a leader. This is implicit in Source A and explicit in Source B. The latter refers to his success in 'the maintenance of food supplies' (etc) line 6. Source A refers to the new developments he introduced
- both sources emphasise his successful control as a leader.

In making a judgement about the degree of difference, students may conclude that the differences are greater than the similarities, though the latter are substantial in the sources.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How successful was the government in directing the efforts of the British people towards winning the war?
(24 marks)

Target: AO1(b), AO2(a), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**
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Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer. All sources emphasise the role of Lloyd George.

Relevant material from the sources would include:

- **Source A:** this implies that Lloyd George was popular because of his 'individual achievement'. The whole source emphasises his dynamism and direction of the war effort.
- **Source B:** Lloyd George took advice. His chief contributions were: maintaining food supplies; allocating manpower; stimulating production; preserving shipping.
- **Source C:** this source emphasises direction of efforts of the people through conscription for the forces and industry (despite the controversy in the Liberal Party). The government controlled mining, the railways, shipping and food production. It also regulated rents and prices and introduced rationing.

From students' own knowledge:

Factors suggesting success of the government in directing the efforts of the British people might include:

- military conscription was successfully introduced for the first time
- the militant campaign to win the vote for women was voluntarily suspended
- the labour force was mobilised and production levels did eventually increase
- the work of women, most notably in munitions production, was significant
- DORA was a significant legislative tool in the hands of the government.

Factors suggesting limitations on success of the government in directing the efforts might include:

- Ireland remained in turmoil. This culminated in the 1916 uprising and the subsequent development of a more aggressively nationalist Sinn Féin movement
- rationing increased and so did the black market as a consequence. Many people were unhappy with the restrictions on their freedom, especially through food cuts
- the number of volunteers for military service declined throughout 1915. There was a growing reluctance for men to commit themselves to a 'patriotic war' as casualties rose
- there was significant industrial unrest, with 5.9 million working days lost through strike action in 1918.

Good answers may conclude that directing mechanisms were in place and they were largely effective throughout the war. Evidence from the sources focuses mainly on the role of Lloyd George rather than 'the government'.

Question 2

- 03** Explain why Balfour's leadership weakened the Conservative Party in the years 1902 to 1905. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Balfour's leadership weakened the Conservative Party.

Students might include some of the following factors:

- Balfour endorsed measures that lost the Unionists' support, for example the 1902 Education Act and the 1904 Licensing Act angered the non-conformists. Balfour steered the Education Bill through Parliament and was closely associated with it
- Balfour had failed to attract the support of the industrial working class. He failed to reverse the Taff Vale judgement and the 1905 Unemployed Workmen Act proved to be inadequate. He also underestimated the reaction of the working class to the Chinese labour issue and the issue of tariff reform
- Balfour failed to adopt a firm position on the issue of tariff reform and was unable to prevent divisions within the party. There were divisions between Chamberlain and Ritchie and some Unionists resigned over the issue

- he resigned without asking for parliament to be dissolved in December 1905. Balfour had also hoped to exploit the apparent divisions within the Liberal party on Home Rule. This failed as Campbell-Bannerman accepted the King's request to form a government and was able to unite the Liberals.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link the factors which illustrate Balfour's lack of political skill, for example his indecision and underestimation of his opponents. Students may note that Balfour angered various groups, for example, the non-conformists, the working class and members of his own party.

Question 2

- 04** 'The Liberal Party introduced social reforms for political reasons.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agrees might include:

- the new approach would appeal to the electorate. The General Election of 1906 was an opportunity to test this view. Social reform, though not emphasised in the campaign, would have popular appeal, particularly amongst the working class voters
- there was a growing threat from the emerging socialist and Labour movement. The Liberals had to offset the possibility of the Labour Party seizing the high ground of social reform and thereby undermining the political strength of the Liberals
- the reforms introduced after 1906 were aimed at targeting key groups, particularly the elderly and the workers. The reforms were relatively limited in scope, e.g. the very low level of aid offered to the elderly through old age pensions, but they had significant impact in terms of popular support
- Lloyd George saw the social reform programme as a device to strengthen his personal political future. As one of the key players in the New Liberalism camp he had much to gain personally from a surge in Liberal Party popularity.

Evidence which disagrees might include:

- there was a clear need for social reform in order to create the 'national efficiency' that New Liberalism aimed for. The issue was one of responding to national needs rather than party political gain for the Liberals
- the political strength of the Liberal Party was already strong by 1906. The Party did not need to innovate through New Liberalism in order to guarantee its political future and its political appeal to the electorate. This was to a large extent because of the internal crisis within the Conservative Party. The Conservatives were highly unlikely to win the 1906 election because of these divisions and the lack of any social reform programme of their own
- there was no clearly defined plan or programme for social reform. The Liberals didn't enter the 1906 election on a ticket of extensive social reform. New Liberalism was a concept Party members were aware of but it was not something the electorate as a whole were fed as a new political direction from which it would benefit
- there was always the possibility that the Liberal Party would divide and therefore weaken itself if too radical a policy direction was suggested. Rather than creating political strength, a programme of New Liberal social reform could have damaged Party unity
- social reforms did not appear to benefit the Liberals significantly in the 1910 Elections.

Good answers may conclude that although there was the real possibility of political gain for the Liberals, the real motive underpinning their support for social reform was a recognition that change was needed if Britain was to compete internationally. There was the recognition that Gladstonian Liberalism was no longer relevant if Britain was to be a strong nation.

Question 3

- 05** Explain why the Women's Social and Political Union (WSPU) used violent methods in their campaign to win the right for women to vote. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Suffragette movement abandoned peaceful methods and adopted a policy of militancy from 1906 as the basis of its tactic to win the right to vote for women.

Students might include some of the following factors:

- the WSPU was established as a more militant and proactive organisation than the NUWSS. Violent methods were always a very real option since the constitutional approach of the NUWSS had been so unsuccessful
- the WSPU was dominated by the Pankhursts. They were determined to use whatever methods were necessary to get their way. The autocratic leadership of Emmeline Pankhurst and the lack of a formal constitution, meant that the WSPU could change tactics easily at the instruction of the Pankhursts
- Asquith was particularly obstinate over time and consistently refused to consider offering Liberal Party support for female suffrage

- it was increasingly clear to the WSPU that restrained direct action such as chaining themselves to railings and disrupting political meetings held by the Liberal Party had failed. This type of action occurred mainly during the years 1906 to 1908. A more aggressive strategy was needed if the end was to be achieved
- the Liberal social reform legislation served to protect the Party from too much political damage through its refusal to support female suffrage. The Liberal Party remained fairly popular, therefore the WSPU had to find another route to achieve its ends
- the authorities were militant towards the WSPU. This is clear in specific tactics such as the events of Bloody Friday and the use of imprisonment and force feeding of women convicted of relatively minor offences and subsequently imprisoned
- Emily Davison's 'martyrdom' rallied WSPU militancy in 1913
- the government was distracted with other issues such as Ireland. The WSPU had to ensure its profile remained high. Violent methods were the way to achieve this.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link the factors which limited the WSPU's effectiveness with the decision of the WSPU to adopt violent methods as the only viable option to achieve the vote for women.

Question 3

- 06** 'It was suffragette militancy that stopped women from gaining the right to vote before 1914.'

Explain why you agree or disagree with this view.

(24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by balancing points which agree or disagree with the view that militant tactics were the primary reason why the Suffragettes failed in their campaign to win women the right to vote before 1914.

Points/factors/evidence which agrees might include:

- many women rejected militancy and this inevitably appeared to suggest that they also rejected the fight for the vote
- militancy offended the law abiding majority. The Liberals could take the moral high ground and oppose the vote for women knowing that militancy had strengthened their political position through the impact it had had on many diverse sections of male voters. Militancy cut across class politics in a negative way
- with the outbreak of the First World War the militancy campaign came to an immediate end. Women adopted a very patriotic and positive response to the war effort. This immediately signalled a shift in popular anti-vote opinion, thereby suggesting that militancy had been a negative rather than a positive factor in the campaign.

Points/factors/evidence which disagrees might include:

- many working class voters did not support the idea of female suffrage. There was little support from the Trade Unions and the Labour Party was divided in its support. This meant that the Labour Party's political pact with the Liberals had little political impact in favour of pressurising the Liberals. The 1906 Liberal landslide victory had somewhat reduced Labour's potential political influence and without this the women's campaign was somewhat undermined
- Asquith, when leader of the Liberals, was personally opposed to female suffrage. He did not give his support to it not merely because of the militant tactics but also because of his personal hostility
- Lloyd George took a pragmatic opposition to emancipation for women. He, for example, opposed the Conciliation Bill in 1910 not because of militancy but because he feared that any moves towards the vote might enfranchise predominantly pro-Conservative female voters and thus weaken the Liberal power base
- Militancy may be seen as a positive factor in that the treatment of female prisoners through actions such as forced feeding were condemned by many. Such were the pressure on the government that it was forced to introduce the 'Cat and Mouse Act'.

Good answers may conclude that although militancy alienated some people it was not the primary factor in the failure of women to win the vote. Political expediency and the personal agendas of leading political figures were more significant.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion