

GCE 2004
June Series



Mark Scheme

History Alternative K Units 1 and 4 *(Subject Code 5041/6041)*

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.

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Set and published by the Assessment and Qualifications Alliance.

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CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

A: INTRODUCTION

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

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

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

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

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

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

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

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations

- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:** generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

Alternative K: Social and Economic History, 1870-1979**AS Unit 1: Social and Economic History, 1914-1939****Question 1**

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

Explain briefly the importance of such images in understanding unemployment in Britain in the 1930s. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. explaining that the Jarrow Crusade was a march by the unemployed shipworkers of Jarrow in the North East. 1
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. that these traditional images have led to a view that the whole of Britain in the 1930s was like this whereas the south was more prosperous. 2-3

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

Explain how **Source C** challenges **Source B's** view of the problems facing "old industries" in Britain in the 1920s. (7 marks)

Target: AO1.2, AO2

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 and 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.

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. simply stating that Source B refers to strikes and Source C blames the Gold Standard. 1-2
- L2: Extracts and compares information about the issue from both sources with reference to own knowledge, e.g. recognises that both sources mention the desire to cut wages but that the TUC blames this on Churchill's policies rather than on competition. Own knowledge will probably relate this to "old industries" in general or the impact of the "return to Gold". 3-5

L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. points out that Source B begins with wartime tensions which spill over into post-war debates whilst Source C wants to focus on Churchill's error. Own knowledge as at Level 2 but conclusions will be drawn such as the view that the sources show that the "old (or staple) industries" were facing significant problems which the return to the Gold Standard highlighted/made worse. **6-7**

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

Explain the importance of the Great Depression (1929), in relation to other factors, in explaining Britain's economic problems in the period 1919 to 1939. (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 *either* on 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 descriptions 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 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

From the sources:

Candidates can identify from Source A that during the Great Depression industries such as the shipyards in Jarrow faced tremendous difficulties, but stronger candidates will explain

that the Washington Naval Treaty (1921) and rising competition after 1919 had already placed the shipbuilding industry in recession before 1929. Source B addresses the problems of the cotton industry. The source provides evidence that the cotton unions were seen as a problem by the mill owners and that industrial unrest was evident well before the depression. Some candidates may be aware that strikes took place in Oldham even in 1932, but most candidates will conclude that unemployment led to a general reduction in unrest for fear of losing work. Source C deals with the coal industry and the Gold Standard, which had caused huge problems even before the Great Depression. Own knowledge may be drawn from authors such as Orwell, who so movingly described the impact of the poverty of miners and the industrial North in general during the Great Depression. Stronger candidates may argue that the recovery in the South was started by the drop in prices experienced by middle class families due to the general decline in world prices because of the Great Depression, and that the Depression therefore contained the seeds of recovery and forced the British government to abandon the Gold Standard which had proved so damaging.

Question 2

- (a) Explain briefly what was meant by the “middle class” in the context of Britain in the 1920s and 1930s. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. that it meant earning over £250 per year in non-manual employment. 1
- L2: Developed explanation of the term, linked to the context, e.g. that the middle class were those who worked in non-manual jobs and/or whose wives did not undertake paid employment. Candidates referring to them being the class falling between two more easily defined classes and therefore being more fluid, or challenging the assumptions underlying the £250 barrier should normally reach maximum marks. 2-3

- (b) Explain why the First World War led to social change in Britain. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. the enfranchising of women or the relative economic rise of the skilled working class. 1-2
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. the impact of wartime inflation and the growth of secretarial jobs in which men were replaced by women. The impact of greater structural unemployment in widening the gap between the skilled and the unskilled, or the widening of the middle class through the extension of government intervention with a consequent rise in “white collar” jobs, may be mentioned in Level 2 answers. 3-5

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. is able to provide an overview of social change. This could take the approach that the skilled working class are the major beneficiaries as the increase in taxes hits the middle and upper classes harder as their incomes are not rising. **6-7**

(c) “In the years 1919 to 1939, the ownership and location of housing in Britain changed, reflecting wider social and economic changes.” Explain why you agree or disagree with this view. **(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 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 relevant 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

This question brings together aspects of regional economic and social change. The gains made by the skilled working class are evident in the provision of new council housing at rents which were relatively high. The fact that much of this building took place in the South reflects the relative strength of the new industries there. Expanding suburbs and the creation of ribbon developments are a reflection of middle class affluence in the 1930s, fuelled by falling food prices and “cheap money”, as well as the trend towards smaller families and the growth of consumer industries aided by the expansion of the National Grid. Candidates are likely to refer to the Chamberlain (1923) and Greenwood (1930) Acts as well as to the actions of major local authorities such as the London County council; some answers will make use of local history and should be credited equally for better known examples. The provision of internal WCs and other amenities not previously enjoyed by the working class are legitimate

areas for comment, as are the growing number of suburban middle class properties. Essentially descriptive answers are unlikely to reach beyond Level 2 whilst Level 4 answers will reach a balanced view on the validity of the statement. Level 5 answers are likely to distinguish themselves by offering a judgement on the extent to which housing patterns also reflected social and economic change.

Question 3

- (a) Explain briefly what was meant by “national health insurance scheme” in the context of Britain in the 1920s and 1930s. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. that it meant ordinary people could see a doctor. **1**
- L2: Developed explanation of the term, linked to the context, e.g. that in this period, people in the scheme could see a doctor but “panel patients” were felt to get less attention because private patients paid more, or that many of the most vulnerable, e.g. children, were not covered. **2-3**

- (b) Explain why the government did not respond more extensively to the problems of poverty in the 1920s. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. that the government believed in *laissez-faire* or did not want to spend the money. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the event through relevant and appropriately selected material, e.g. that the government believed in *laissez-faire* and that it also believed in balancing the budget, so it reduced its contributions for health care (the scheme was in surplus) or dropped the “Addison Act” in response to the Geddes Committee. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. the fundamental belief in *laissez-faire* coupled with the electorally popular policy of low taxes prevented any serious attempt to alter the impact of market forces. At the end of the 1920s, the Labour government, guided by Chancellor Snowden, proved to be equally orthodox financially. Good candidates may challenge the underlying assumption by arguing that such major steps were taken; e.g. pensions were extended in 1935, that it would be a lot to expect even more efforts to be made. **6-7**

- (c) “British inter-war social policy can be summed up with the words ‘The Means Test’.” Explain why you agree or disagree with this view of government policy on social welfare provision between 1919 and 1939. (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 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 relevant 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

Weaker answers may be brief, focusing on describing what the Means Test was and describing the poverty which resulted. Slightly stronger responses will simply state that governments in this period are described as *laissez-faire*. Those that express this more effectively should be rewarded especially if they broaden their examples beyond simply Means Test. Candidates may use material on initiatives to tackle unemployment and this is valid if it is applied to the issue of poverty. Candidates may also bring in material on the divisions in the Labour Government in 1931 over unemployment benefit. The decision by the National Government to cut pay for the armed services may also be used to justify agreement with the statement. Material for counter argument is likely to be drawn from the decision to extend the period the unemployed could qualify for benefits and the adjustments made to the National Rates introduced in 1935 when it was realised that some people would actually see their benefits cut. Mixed conclusions may be drawn from policies, e.g. extending benefits to dependants but applying the Means Test, or in addressing the needs of different groups (for instance, maternity benefits but refusing to pay child allowance to the mother), and the provision of “panel” doctors. Some candidates may challenge the statement by pointing to the rising expenditure on social provision throughout the period 1919-1939.

A2 Unit 4: Economic and Social History 1870-1979**Section A: The Changing Role of Women, 1870-1979****Question 1**

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

Explain what is meant by “suffragettes” in the years 1903-1914. (5 marks)

Target: AO1.1, AO1.2

- L1: Basic definition with limited exemplification, e.g. women trying to secure the parliamentary franchise for women. **1**
- L2: Demonstrates understanding of the concept with supporting detail drawn either from the source and/or from own knowledge, e.g. refers to the methods used. The extract lists the more legal ones but own knowledge is likely to bring in the more violent protests such as breaking windows and the case of Emily Davidson. **2-3**
- L3: As L2, with developed reference to both the source and own knowledge, e.g. linking the methods of protest to the divisions within the suffragette movement. The date, 1903, marks the foundation of the WSPU and some candidates may use this as a cue to explain the tensions within the women’s movement. **4-5**

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

How fully do **Sources B** and **C** explain the impact of individual women on the changing status of women? (10 marks)

Target: AO1.1, AO1.2, AO2

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. **1-2**
- L2: Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. **3-5**
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. **6-8**
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. **9-10**

Indicative content

At Level 1, answers are likely to simply note that Sources A and C take different views about the role of individual women. At Level 2, candidates will comment that Source B is about the role of individual pioneers whilst Source C is making the case for the impact of wider social forces, though both Germaine Greer and Mary Quant are mentioned. At Level 3, candidates will recognise that Sources A and C can be used together as they represent very different periods. At Level 4, candidates will reach a sustained judgement which recognises both the views of the sources and their obvious deficiencies, e.g. Source B ignores the massive social changes in late nineteenth century Britain whilst Source C only mentions key feminists such as Greer, who led the debate during the 1960s, in passing.

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

“Women of all classes experienced massive social advancement.”

Discuss this statement in relation to Britain in the years 1870-1979. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **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 demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **12-13**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **14-15**

Indicative content

This is a synoptic question and candidates' responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question.

Candidates are likely to address "all classes" by looking at the three main class groups; upper, middle and working class. Source D is intended to help candidates consider the relatively limited degree to which the status of working class changed. Source C provides a contrasting view of life in the 1960s, and answers are likely to reflect the suggestion in the sources that emancipation was more of a phenomenon in the South and especially in London. Some stronger responses are likely to challenge whether the pill was a force for emancipation or just another way in which women's sexuality was subjected to male demands – the absence of a linguistic term for a "male slut" may be taken as evidence of continuing double standards. Such feminist perspectives may be supported by reference to Germaine Greer's "The Female Eunuch". Own knowledge regarding teenage pregnancy rates amongst working class girls may be used to challenge the idea of advancement for all women. This may build upon a theme from Sources A and B that advancement came more quickly for better educated women. Candidates may see upper class women as being liberated more slowly than middle class women in economic terms, but enjoying vast social advantages over working class women.

This is a synoptic question and therefore candidates at the Level 3 and above can be expected to cover the chronological range of the question. Candidates should deal with the key words; "massive", "social advancement" and "all classes".

At Level 1, candidates may simply focus on generalised responses, such as more women entered the workforce, whilst at Level 2 candidates may offer limited consideration of the sources. At Level 3 candidates will draw together the sources and own knowledge, whereas at Level 4 these assessments will be the product of sustained argument. At Level 5 candidates will address fully the conceptual framework that underpins the question, i.e. that all-pervasive judgements are inappropriate in trying to assess such huge areas as gender and social change.

Section B: Changes in British Economy and Society, 1945-1979

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 levels of response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources).

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

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

L2: *Either*

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

Or

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

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

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

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

Question 2

Were Conservative governments more successful than Labour governments in managing the economy between 1945 and April 1979? (20 marks)

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

Marks as follows:

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

Indicative content:

The question is designed to allow candidates to present an overview of the attempts by Labour and Conservative governments to manage the economy. Candidates will be able to include discussion of the late 1940s, 1950s and Macmillan's claim that Britain "had never had it so good", and to set this against Labour's devaluation crisis in 1967 and the IMF crisis of 1976. Attlee's government had to deal with the aftermath of World War II and the dollar convertibility crisis of 1947. Shinwell's failure to manage the mines led to a fuel crisis in the winter of 1946/1947. The success of Conservative governments in the 1950s may be put into perspective by reference to the higher growth rates in EEC countries. Both parties oversaw a period in which Britain continued to decline as a world economic power, whatever the apparent short term impact of their policies was intended to be.

At Level 1 responses will offer a brief summary, simply listing the measures of each government without offering an assessment. Level 2 answers will present some comparative material but will perhaps be chronologically incomplete, e.g. omitting the Attlee government. At Level 3 candidates will offer a chronologically complete, albeit uneven, review of government attempts to manage the economy. Answers at Level 4 will reach a balanced judgement which recognises the strengths and weaknesses of each party's record in economic management. Level 5 answers will be distinguished by their conceptual approach, e.g. they will state that for much of this period both parties were pursuing the same neo-Keynesian policies.

Question 3

Why, despite a landslide victory in 1966, did the Labour Government of 1966-1970 abolish grammar schools but not private schools? (20 marks)

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

Marks as follows:

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

Indicative content

This question invites candidates to consider why, despite changes in the political balance, private schools continued to exist even after Labour's landslide victory of 1966 whereas Grammar Schools were abolished. Some candidates may point to the way in which privately educated labour politicians found it easier to attack grammar schools, and will recognise the apparent contradiction between Labour as a working class based party having many of its leaders drawn from amongst the privately educated. Many rank and file Labour supporters hated grammar schools because of their own experience of being excluded, and so the abolition of grammar schools was a way in which privately educated labour leaders could show solidarity with their working class colleagues. They are also likely to recognise the boost to private education, stemming from Labour's policy of abolishing grammar schools, many of which then became independent. Some stronger answers may argue that there was no desire amongst the civil service to abolish private education, but that the Department of Education was prepared to accede to the demands of teaching unions and parents for an end to a two-tier state sector. Some responses may relate the education system to the mixed economy and other compromises which constituted the post-war consensus.

Level 1 responses will restrict themselves to offering simple accounts of a mixed system of private and state funded education, with Labour remaining too cautious to abolish private schools. Level 2 answers are likely to focus on the Conservatives as the defenders of private education. Answers above Level 3 will be characterised by full chronological coverage.

Question 4

“From spectators to participators.”

To what extent does this accurately represent trends in sport **and** leisure in the UK from 1945 to 1979? (20 marks)

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

Marks as follows:

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

Indicative content

Answers to this question should consider the range of ways in which patterns of participation in sport and leisure changed over this period. Candidates' responses are likely to look at technology, incomes and culture as factors which altered the nature and range of participation. A major theme such as the growing income of professional sports persons may be advanced, with the abolition of the maximum wage for footballers and the rising transfer fees. Wimbledon's move to Open Competition with significant prize money is another example. Television can be seen as having a variety of effects, e.g. Match of the Day was blamed for declining numbers on the terraces, but Pot Black raised the profile of snooker and the number of those playing. In stronger answers there is likely to be some recognition of the idea that sport and leisure could be described as moving in opposite directions. The 1974 Local government Act empowered local authorities to operate leisure centres, and so many more were created and women, in particular, gained new opportunities to participate via local evening classes.

Level 1 answers will focus on one cause of change, e.g. television, whilst at Level 2 there will be some attempt to recognise a wider range of changes. At Level 3 evidence will be given regarding both trends in participation and spectating. At Level 4, the issue of countervailing trends will be fully addressed, and a range of sports and leisure activities will form the basis of the evidence offered. At Level 5, candidates will explicitly differentiate between various social and economic groups in assessing the extent to which they agree with the quotation. Answers above Level 3 will also be characterised by full chronological coverage.