



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

History

Alternative R

Units 2, 5 and 6

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

A: INTRODUCTION

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

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

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

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

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

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

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

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

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

Exemplification/Guidance

Answers at this level will

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

Level 2:***Either***

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

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

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

Or responses will have the following characteristics: they will

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

Level 3:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 4:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 5:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

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

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in 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

June 2003

Alternative R: Britain, 1895-1951

AS Unit 2: Britain, 1895-1918

Question 1

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

Explain briefly what was meant by the 1902 “Education Act” in the context of political controversy at the time. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. Liberal/Nonconformist reaction to rate support for Anglican and Catholic schools. 1

- L2: Demonstrates developed understanding of the term and its significance in relation to the context. Answers will go beyond information in the source to indicate the main terms of the Act and possibly why what was an expansion of educational provision, especially of secondary education, was controversial because of the use of rate-aid for denominational schools, a development which was a key factor in re-uniting the Liberal Party after divisions over the Boer War and re-cemented Nonconformists to the Liberal Party. 2-3

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

How useful is Source C as evidence of Joseph Chamberlain’s reasons for launching his ‘tariff reform’ campaign? (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. a description of the content as Chamberlain’s view, or makes general comment about the utility of the speech from Chamberlain at the very beginning of his ‘tariff reform’ campaign. 1-2

- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance. Although Chamberlain had many supporters, he was very clearly the leader of the campaign, therefore his words are very important. In the source reasons given are self-sufficiency of the Empire,

increased links with colonies and dominions, and by implication military as well as ‘economic defence’. These were crucial factors for Chamberlain. But there were wider issues: concern over the abandonment of the tariff on corn introduced during the Boer War, protection for home industries especially given the protectionist policies of trade rivals, Chamberlain’s background as a Midland industrialist, background as Colonial Secretary leading to imperial preference proposals. **3-5**

- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. this extract from Chamberlain’s speech, judged against the context of Chamberlain’s reasons which can include the Party political situation in 1903. Chamberlain is trying to persuade. Not surprisingly there is no mention of dearer food. **6-7**

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

“Joseph Chamberlain’s tariff reform campaign was to blame for the Conservatives’ loss of the 1906 General Election.” *(15 marks)*

Explain why you agree or disagree with this statement.

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time/and or place, based on either own knowledge or the sources. **1-4**

- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* own knowledge, implicit understanding of the relevant issues. These answers, while relevant will lack both range and depth and contain some assertion. **5-8**

- L3: Is able to demonstrate, by relevant selection of material, *both* from sources *and* own knowledge, some understanding of the demands of the question. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* own knowledge, explicit understanding of the demands of the question and provides a balanced explanation. **12-13**

- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The split of the Unionists over tariff reform was probably the major reason for their defeat in 1906. The Liberals exploited the issue successfully with the ‘Big loaf, small loaf’ riposte. More than anything else free trade united the Liberals, although the Education Act (and ending of the Boer War) had brought them together a little earlier. However, the Unionist governments from 1900 had lost popularity over other issues: revelations about methods used to defeat the Boers and the casualties on both sides, Chinese ‘slavery’, the 1902 Education Act, lack of social reform, the Licensing Act, Taff Vale (with development of unions and Labour), and the relative shortcomings of Balfour (compared with Salisbury) and his resignation before the General Election. Some good answers may point out that the ‘First Past the Post’ system and Lib-Lab Pact significantly exaggerated the Liberal victory as a landslide.

L1 responses will be thin in content and/or generalised in assertion. At L2 answers will have descriptive coverage of some reasons, but still be limited and/or assertive in argument. L3 responses will employ both sources and own knowledge to explain clearly the importance of both tariff reform and other factors. At L4 answers will have a wide range of material covering 1900-1906 and give a coherent argument to agree or disagree with the statement. L5 responses will have full integration of material in the sources and from own knowledge, supporting a clearly formulated explanation for the Conservatives’ defeat in 1906.

Question 2

- (a) Comment on “the imperial ideal” in the context of Britain at the end of the nineteenth century. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. the size and/or great extent of the British Empire, or the significant extension of territories particularly in Africa in the late nineteenth century. 1

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge. As well as the extent of the empire (‘the sun never set’) there were the advantages of trade (colonies serving needs of the mother country), links with the dominions, strategic and naval supremacy especially viv-a-vis other imperial powers and the ‘white man’s burden’ (‘civilising’ belief, missionaries, education and medicine). A minimum of two of these (or other) sub-concepts need to be developed effectively to gain maximum marks. The extent of the empire can be one of these. 2-3

- (b) Explain why Britain’s experience of the Boer War led to her coming out of splendid isolation between 1899 and 1904. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. limited military shortcomings, diplomatic isolation. 1-2

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. isolation (apart from dominion support) by other European and

imperial powers, 'threats' from Germany, awareness of alliances made by the European Powers, shortcomings of Britain's army. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation. The victory in the Boer War came after prolonged struggle, there were no allies. Other factors relating to isolation could be mentioned such as concern over Russia's activity and especially over Germany, leading to improved relations with France which led to the 1904 entente. **6-7**

(c) Was Britain's determination to protect her empire the main reason for hostile relations with Germany between 1904 and 1914? **(15 marks)**

Explain your answer.

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation which could apply to almost any time and/or place. **1-4**

L2: ***Either***

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

Or

Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Protecting the empire against German hostility was a factor, but probably not the major one after 1904. Rather protection of Morocco in support of France and of sea routes were important especially in 1911, although the Berlin-Baghdad Railway and Drang nach Osten were seen as threatening British imperial interests in the Middle East. Of major significance was the development of the Triple Entente and tension with the Triple Alliance (on occasions fanned by belligerent speeches and attitudes of William II), and even more important the naval rivalry. On the other hand there were periods of better relations, e.g. during the Balkan Wars and even in the earlier part of 1914 before the final crisis.

L1 answers will contain minimal factual information and/or be assertive in argument. At L2 responses will have fuller descriptive material, but still remain limited in explanation. L3 answers will have a clear understanding of a range of factors accounting for hostile relations, and attempt some evaluation. At L4 responses will have a wide range of balanced evidence and clearly weigh the importance of protecting the empire against wider factors. L5 answers will have coherent, balanced judgement overall based on a wide range of factors.

Question 3

- (a) Comment on “organised labour” in the context of Britain in 1914-15. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. the trade union movement or particular unions, organisation of the work force for the needs of the War. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge. Until the outbreak of the War there had been a period of industrial unrest with syndicalism influential. The threat of action by the ‘Triple Alliance’ was particularly acute. The outbreak of the War led to the Trade Union movement (and individual unions) essentially backing the government and the war effort, e.g. labour dilution scheme. As Minister of Munitions Lloyd George worked closely with the unions. **2-3**

- (b) Explain the ways in which women contributed to Britain’s war effort between 1914 and 1918. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue through general and unsupported statements. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material. The direct contribution was essentially through work (and also voluntary work). Women replaced men and were particularly important not only in munitions production, but also entered and/or increased their numbers in a vast range of occupations. Women’s contribution in terms of numbers, and range of jobs and duties, increased further with the introduction of conscription. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation. Answers will contain material on a range of jobs indicating the most significant, e.g. in munitions but possibly including reference to the professions. Many women encouraged men to ‘join up’. **6-7**

- (c) How important were developments during the First World War in reducing class divisions in Britain? (15 marks)

Target: AO1.1, AO1.2, AO2

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

Indicative content

Developments during this ‘total war’ did break down or lower certain barriers, but not all, e.g. in education. However, everyone was affected by the War even if the main inconvenience for some was a shortage of servants. Women found more profitable work elsewhere. Whilst inequalities within genders are relevant, specific inequalities between genders are not. The fighting especially on the Western Front brought the officer class and ordinary soldiers closer together in the face of common dangers. On the home front some liberties were restricted and others extended. All were affected by DORA and other extended government powers – and particularly rationing especially of food. Health of all classes improved, there was better maternity care and state benefits such as school meals were extended. The War did produce more social equality – or less inequality. In wages the unskilled/poor did relatively best and narrowed the gap with skilled workers. The rigid division between middle and working class families was eroded. Fewer had servants and more paid income tax. The War probably accelerated changes, some supported by Liberals, Labour and trade unions, which were already taking place. However, at the end of the War Britain was certainly not a society without class divisions.

At L1 answers will be thin in material and/or assertive in argument. L2 responses will have some competent descriptive material about developments, but be limited in explanation of reduction of differences. L3 answers will contain clear understanding of some developments, but will not be fully rounded in content and/or overall explanation. L4 responses will refer

competently to all main classes with a balanced overall view or conclusion about the importance of developments. L5 responses will have coherent, overall judgement especially about importance based on a wide range of knowledge of changes (and their limitations).

June 2003**Alternative R: Britain, 1895-1951****A2 Unit 5: Britain, 1918-1951****Question 1**

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

How far does Source B reflect the concerns about Bevan's plans raised in Source A?
(10 marks)

Target: AO1.2, AO2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

L1 answers will be thin in material and/or assertive in judgement. At L2 material may well be limited from own knowledge. Some concerns from the sources will be cited, e.g. those of the doctors. For L3, answers will demonstrate explicit understanding of similarity and difference of interpretation in relation to the concerns about the establishment of the N.H.S. and offer some explanation. The principal concerns in Source A are about the independence of the voluntary hospitals by medical Opposition M.P.s and possibly some Labour M.P.s, and alienation of doctors. Source B contains material on Bevan's inclusion of the voluntary hospitals in the new service, and opposition of the doctors/B.M.A. On the latter point it goes further, mentioning 'doctors' revolt' with reference to the financial arrangements for doctors (salary, compromise over private patients and consultancy). Conservative opposition is also mentioned. Both Sources have material on positive aspects of the new N.H.S. and some of this material could be referred to, to show that concerns were being addressed, e.g. in Source A unsatisfactory funding of the voluntary hospitals or a unified system in all aspects, or in Source B the benefits of the N.H.S. legislation ('one of the finest achievements in social legislation'). At L4 responses will use material in the sources consistently to support sustained judgement in a context of wider own knowledge.

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

“The problems encountered in establishing the welfare state stemmed as much from government failure as from opposition.”

How valid is this judgement? (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
 Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
 Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and reward should be given to the range of arguments about government failure as well as opposition to establishment of the welfare state. The sources are concerned with one part of the welfare state, the N.H.S., albeit a crucial element. The opposition of both the medical profession and the Conservatives is made clear. The sources do not refer directly to ‘government failure’, but make clear some difficulties for the government, particularly the intensity of opposition and requirement to compromise in Source B, which includes Bevan’s reference to the Tories as ‘lower than vermin’. From own knowledge answers should look more widely at the other provisions of the welfare state such as the extension of National Insurance (1946) to help cover old age and unemployment, as well as establishment of the N.H.S. There were also the Industrial Act (1946) and National Assistance Act (1948) for the very poor. Opposition to the N.H.S. and welfare state generally also focused on costs, and candidates can expand on the opposition of doctors (e.g. nationalisation of hospitals and totally free provision of medical aids which many did not

need) and of the Conservatives. Government failure can include underestimation of costs particularly for the N.H.S. and the eventual (divisive for Labour) decision to impose prescription charges. The wider economic problems for the post-War governments to 1951, with their great problems of recovery, rebuilding, national debt and austerity, comprise a major context for answers as do the competing needs for government expenditure on the nationalisation programme and defence. Answers which refer to relevant material before 1945 can be given some credit.

L1 answers will use information from the sources or own knowledge which will be thin and mostly descriptive. At L2 material will be fuller but lack range and depth, perhaps largely focused on just one main aspect of the question and/or be assertive in argument. L3 responses will contain evidence from both sources and own knowledge (though not necessarily equally) considering both government failure and opposition. At L4 answers will cover all aspects of the question, have consistent analysis and make clear judgements about the validity of the quotation on both government failure and opposition. L5 responses will show conceptual awareness with sustained judgement about the validity of the view in the quotation.

Essay questions (onwards)

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

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

Target: AO1.1, AO1.2, AO2

L1: ***Either***

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

Or

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

L2: ***Either***

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

Or

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

- L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 2

To what extent were Lloyd George's own policies, rather than his dependence on the Conservatives, responsible for his political decline from 1918 to 1922? (20 marks)

Target: AO1.1, AO1.2. AO2

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

Mark as follows:

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

Indicative content

Lloyd George clearly made mistakes in his own policies, both domestic and foreign, which led to a decline over four years from his position as 'the man who won the War'. His 'dictatorial style' became inappropriate in peacetime. In foreign affairs there was criticism of his part in the Paris Peace Conference and Peace Treaties, failure in Russia and most notably the Chanak crisis. At home there were extensive problems with unemployment and industrial relations, failures in housing numbers, bringing in the 'Geddes Axe', cutting government expenditure, the honours scandal, and the Irish conflict with its eventual compromises. Some of the policies, e.g. over industrial unrest especially of the miners in 1921 and the 'Geddes Axe', were heavily influenced by the Conservatives. They needed Lloyd George in 1918, but as the larger Party in the Coalition were able to 'dump' him as he lost popularity and came to be seen as a liability rather than as an asset. Rising dissatisfaction by Conservatives especially over the final Irish settlement, Lloyd George's dictatorial style of government and national leadership, the honours scandal and the catalyst of the Chanak incident, led to the Carlton Club decision.

At L1 answers will be thin in information and/or assertive in attempted assessment. At L2 responses will contain fuller information, but be limited in range and analytical argument. L3 responses will cover a range of policies with possible reference to the extent of dependence on the Conservatives as their views changed from 1918 to 1922. At L4 answers will demonstrate overall clarity on the synoptic demands of bringing together implications of Lloyd George's own policies and the changing position of the Conservative Party. L5

responses will have sustained judgement in assessing the factors responsible for Lloyd George's political decline.

Question 3

“Economic conditions rather than government policies were responsible for the decline in Britain's staple industries between 1922 and 1931.”

How valid is this judgement. (20 marks)

Target: AO1.1, AO1.2. AO2

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

Mark as follows:

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

Indicative content

The quotation reflects the traditional view, although candidates can argue differently. The four great staple industries (textiles, coal, iron and steel, and shipbuilding) had dominated Britain's exports before 1914 and during the short-lived boom after 1918. Limited investment was made to help their revival. However, staple exports were no longer in such great demand following abandonment of most exports during the War and establishment of severe competition in the pre-War markets. Moreover, oil and electricity began to replace coal as a source of power, artificial fibres (e.g. rayon) reduced demand for textiles, greater carrying capacity in ships reduced orders for new ones. Generally there was poor management in the staple industries with lack of modernisation of equipment and methods, most noticeable in the old-fashioned coal industry. Decline of the industries continued through the 1920s (with national unemployment never below one million) and intensified greatly from 1929-31. Government policies did little directly to assist the staple industries. Restoration of the Gold Standard in 1925 made matters worse by making exports more expensive. The coal industry and industrial relations within it brought much government attention but little assistance during the 1920s. After the end of the Ruhr occupation in 1924 British governments did nothing to stop German coal regaining markets temporarily lost to British producers. Although Baldwin's government calmed the situation in the industry with the nine month subsidy to support miner's wages in 1925, it prepared to support the mine owners, saw off the General Strike, and the miners who were in the vanguard of the trade union movement. The almost total backing of the employers by the government prevented modernisation of the staple industries and weakened the unions considerably, e.g. through the 1927 Trade Disputes Act. The 1928 Mond-Turner conversations (also involving Bevin) to bring together the two sides of industry (but largely new industries) had little to do with Baldwin's government. After late 1929 the staple industries were dominated by the consequences of the Wall Street Crash, which the Labour government could not control (although it had reduced the miners' working day by half-an-hour, a move which hardly affected the decline of the industry). Thomas was out of his depth in dealing with the economic problems and Mosley's programme, the principles of which later became the basis for eventual industrial recovery in both Britain and the USA, was unacceptable to the Labour government in 1930. The 1931 crisis worsened the economic situation and even

abandonment of the Gold Standard did not lead to recovery of the staple industries in that year (or indeed for a considerable time during the 1930s).

L1 answers will be thin in material and/or assertive in argument. At L2 responses will have fuller descriptive material, but be limited in range and argument. L3 answers will consider both economic conditions and government policies (or lack of the latter) to produce a clear, if partial, synthesis in explanation. At L4 responses will have overall clarity in addressing the synoptic demands with all aspects of the question considered and cover the period. L5 answers will display sustained judgement on the interplay and relationship of government policies and economic conditions.

Question 4

How far were developments in leisure activities between 1918 and 1951 brought about by both social and economic changes in Britain? *(20 marks)*

Target: AO1.1, AO1.2. AO2

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

Mark as follows:

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

Indicative content

The synoptic demands are to link developments with social and economic changes throughout the period. Some of the changes were brought about by improvements in transport. Rail had been available for decades, but cycling became popular not only as a means of travel to work, but also for leisure (even during the 1930s Depression). The motor car made an impact, although it was not affordable to the less wealthy until the 1930s. The 1939-45 War temporarily halted its use for leisure. Longer holidays, especially with the 1938 Holidays with Pay Act, led to seaside resorts (and Butlin's) developing in the 1930s and again after the War. Hotels, boarding houses and youth hostels all expanded in number. More routine activities such as leisure reading, use of libraries, visits to the countryside, all increased. The major developments in media in the inter-war period were of radio and cinema with the latter becoming a main social activity of vast numbers. Television had limited impact before 1951. Dance halls and 'pubs' continued to thrive. Many of the activities were accelerated by the new social roles of women after the First World War and helped by time-saving household gadgets available in the home. More women participated in sport, although the main games of football and cricket were still mainly watched by male spectators. The lowering of class barriers during the Wars helped to make available a greater range of leisure pursuits to many. However, over the period the standard of living for most Britons increased in spite of the Depression, the Second World War and austerity. For example, during the 1930s cinema-going, which was cheap, was as popular with the unemployed as with others. Overall both social and economic changes produced both the spare time and relative affluence for the increase in range of pursuit of leisure activities. Other factors such as technological change and development of mass markets were also causes of changes. Celebration of VE Day and visits to the Festival of Britain perhaps

typified the change for many Britons that life was about enjoyment and relaxation as well as work.

L1 answers will have only outline information and/or be assertive in attempted argument. At L2 responses will have fuller material, but be limited in range and argument. L3 answers will contain information about developments in leisure activities clearly linked with social and economic changes. At L4 responses will have overall clarity with emphasis on both social and economic changes (and possibly with other reasons) as the causes of change in activities. L5 answers will have sustained judgement in analysing the part played by social and economic changes over the period.

Question 5

“The Conservatives dominated British politics in the years 1924 to 1940 through their own strengths rather than because of the weaknesses of the opposition parties.”

How valid is this judgement? (20 marks)

Target: AO1.1, AO1.2. AO2

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

Mark as follows:

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

Indicative content

The synoptic demands require a linking and consideration of the three main Parties during the period. The Conservatives (or National Governments) won three of the four Elections in the period. Baldwin was leader and twice Prime Minister from 1924-37. He was effective, skilful and moderate, a competent speaker, used the new radio successfully and attracted a wide range of support across the social spectrum. Examples of his successful leadership can include his handling of the General Strike, formation of the National Government and the Abdication Crisis. On the other hand, his ‘Safety First’ Election campaign of 1929 was not successful. Chamberlain was popular as a Prime Minister, particularly so at the time of ‘Munich’, until his foreign policy helped to produce war in 1939. As an ‘Establishment Party’ during the 1924-40 period, the Conservatives benefited from a divided Opposition between Liberals and Labour, each of which suffered its own internal divisions. The Liberals never really recovered from the Asquith/Lloyd George split with the 1924 and 1929 Election results being devastating. Of even more significance was the Labour split in 1931. The Labour minority governments of 1924 and 1929 demonstrated that its Party had replaced the Liberals as the main non-Conservative Party, but were not strong enough to gain a parliamentary majority on their own. The Conservative governments of 1924-29 and especially after 1931 (in ‘National’ guise) faced a weakened Labour Party, particularly to 1935, and had widespread support for its perceived economic policies (even though economic recovery was slow and largely excluded some regions of the country). Churchill’s disaffection over India and later armaments policy did little harm to the Conservatives until the end of the decade. Overall Conservative leadership, unity, suppression of unionised

labour in 1926 and exploitation of political Labour in 1931 provided strengths which dominated divided, and for much of the 1930s, weakened Opposition.

At L1 factual material will be thin and/or evaluation assertive and generalised. L2 answers will be fuller in evidence, but limited in range and analysis. At L3 answers will cover a range of Conservative strengths and opposition weaknesses to produce a coherent, if partial, overall judgement. L4 responses will have overall clarity on the synoptic demands to bring together the main elements to explain Conservative domination. At L5 answers will have sustained judgement about the main elements producing Conservative domination and possibly indicate that the period was not uniform in that there were Conservative weaknesses and Opposition strengths, e.g. in the 1929 Election.

Question 6

“British appeasement policies from 1937 to 1939 failed because Neville Chamberlain made no meaningful diplomatic or military alliances against Hitler’s Germany.”

How valid is this judgement? (20 marks)

Target: AO1.1, AO1.2. AO2

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

Mark as follows:

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

Indicative content

Answers should deal with the synoptic demands which entail considering both diplomatic and military alliances, or rather the lack of them. Better answers will also consider wider factors and may argue that appeasement was at times ‘successful’, e.g. in avoiding war over the Sudetenland crisis. Chamberlain ‘inherited’ appeasement policies and he made no military alliances nor effective joint diplomatic moves with France to deal with Hitler’s part in the Spanish Civil War or his move into Austria in March, 1938. An underlying principle of appeasement was that Germany had justified grievances arising from the post-war Peace Treaties which could be corrected. However, Hitler’s move against Czechoslovakia in summer and autumn 1938 was different. In the Locarno treaties France had given a commitment to defend Czechoslovakia, although Britain had not. Nevertheless the two powers acted in liaison in 1938. Chamberlain saw the ‘far-away’ country, but needed to protect Britain’s Great Power status. He involved himself in the crisis in a very personal way. From the Berchtesgaden meeting, Chamberlain left virtually as Hitler’s messenger to get French and Czech agreement. But at Godesberg Chamberlain did make it clear that German occupation of the Sudetenland without agreement would be resisted and British preparation for war went into top gear. Mussolini’s proposal for the Munich conference was seen as the way out for Chamberlain and Daladier. The Czechs were not involved. Though the British saw ‘Munich’ as a great achievement of Chamberlain at the time, failure of Britain and France to be effective against Hitler encouraged further aggressive moves. However, British rearmament was stepped up after Munich. After the German occupation of the rest of

Czechoslovakia in March 1939, Chamberlain made a key change and abandoned appeasement, but failed to make effective military alliances especially to protect Memel, Danzig and Poland. Diplomatic, and to an extent military, alliances were made with Poland and Roumania (and also Greece). However, military preparations with France were limited, although the major failure was not to cement an effective agreement with the USSR to defend Poland, partly because of Chamberlain's suspicions about the communist regime. The Molotov-Ribbentrop agreement made it impossible for Britain and France to defend Poland in September 1939. Wider factors can include French political and military weaknesses with Daladier having no foreign policy independent of Chamberlain, and Hitler's policies of expansion. The influence of British public opinion is also relevant. War might have ensued at some point even without the appeasement policies of Chamberlain.

L1 answers will have limited factual information and/or be generalised and assertive in argument. At L2 responses will have fuller descriptive information, but argument will remain mostly assertive rather than analytical. L3 answers will have understanding and clarity about the lack of both meaningful diplomatic and military alliances. At L4 there will be clear appreciation of the synoptic demands to include discussion on lack of diplomatic and military alliances together with reference to a wider context. L5 responses will demonstrate sustained judgement throughout and support a balanced conclusion.

Question 7

“Britain's role in the reconstruction of Europe from 1945 to 1951 was more about political and military measures than economic recovery.”

How valid is this judgement? (20 marks)

Target: AO1.1, AO1.2. AO2

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

Mark as follows:

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

Indicative content

The synoptic demands require a balanced consideration of both aspects of Britain's role. They were inter-linked. Assistance with economic recovery was concerned just with western Europe and was extremely limited because of Britain's own requirements for economic recovery after the War. Western European economic recovery, including that of Britain, was derived from American aid. Britain gained an initial large loan and easing of payments on the Lend-Lease debt, but the real recovery came only in 1947 with Marshall Aid from which Britain gained more than any other country. Marshall Aid was linked to the political and military policies of the Truman Doctrine. Improved standard of living was to make communism appear less attractive. Bevin was instrumental in responding to Marshall Aid and formation of the O.E.E.C. in 1948 to administer the programme of economic recovery. Receipt of Marshall Aid implied co-operation with the US over the Truman Doctrine and Cold War in Europe. Churchill had advocated closer European union at the end of the

Second World War and was the first to use the term 'Iron Curtain'. Britain established direct links with her near continental neighbours in the Dunkirk (1947) and Brussels (1948) Treaties. Initially these 'alliances' were aimed at a possible revived Germany, but in practice the USSR became the enemy. Britain joined the new Council of Europe in 1950, but Attlee's government ensured that it had little positive role and vague aims. Crucially important politically and militarily were the Communist coup in Czechoslovakia and the Soviet blockade of Berlin in 1948. Stalin reacted to the close union of the western zones in Germany and Berlin. The military co-ordination, particularly of the USA and Britain (recalling Second World War co-operation) in defeating the blockade, led directly to the establishment of NATO. It gave collective security to its members and implied collective action, if necessary, against the USSR. It led to Britain's involvement in the Korean war in the belief that Communist success in the Far East could lead to new aggression in Europe. Overall the USA took the lead in both the economic recovery and political/military measures to reconstruct western Europe in the period, but Britain was her closest ally in all of these aspects. Her input was decidedly greater, given help with her own economic revival, in political leadership and military commitment.

L1 responses will be thin in factual content and/or assertive in argument. L2 answers will have fuller information, but still be limited in evaluation of Britain's role. At L3 responses will be clear about political and military measures and the difficulties of assisting economic recovery. L4 answers will consider all factors centrally to provide an informed and balanced synopsis. At L5 responses will provide a wide range of evidence with sustained judgement leading to a balanced conclusion.

June 2003

Alternative R: Britain, 1895-1951

A2 Unit 6: Changes in the Provision of Education, 1918-1951

Question 1

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

How valid is the interpretation offered by R.H. Tawney on the main issues about education and schools after the First World War? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation with reference to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

Level 1 answers will summarise the content of the extract and the interpretation it contains about the need for secondary education for all. At Level 2, answers will understand that Tawney advocates in Source A, in the context of working class ‘demands’, the scrapping of separate elementary schools for the many and secondary schools for the few with their replacement by a single course of education (in two stages). From own knowledge candidates can refer to the restructuring of education, (e.g. Hadow Committee of which Tawney was a member, local re-organisation throughout the 1930s with ‘secondary’ education differing in grammar schools, ‘modern secondary schools’ and senior classes). Level 3 answers will contain limited interpretation. At Level 4, responses will understand that Tawney was a leading advocate of ‘secondary education for all’, supported by progressive thinkers and Labour, in the inter-war period. It became a major issue. What emerged, in the main, ended the old, fairly rigid system of elementary schools for the working classes and grammar schools for the middle classes, but maintained a general class difference between children in grammar and other new forms of secondary education, which development of scholarship ladders ameliorated only to a limited extent. (Aldrich, Gordon *et al*).

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

How useful is this source as evidence of the effects of social class on educational opportunities in the 1920s? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

Level 1 answers will summarise the content of the extract in relation to the girl's social class and economic situation of her father. At Level 2, candidates should demonstrate some appreciation of the limitations of the content of the source in relation to its utility within the context of effects of social class. The girl was seeking (free) scholarships to go to fee-paying schools and was presumably a pupil in an elementary school. Father's unemployment made even part payment of fees impossible (though by implication if he had been in work this might have been possible?). The second scholarship was forfeited on geographical grounds. Having to remain in a 'council' elementary school meant no chance of gaining a place at a teacher training college. It is a clear example of social class but also the individual family's economic circumstances. If the family had remained in London, the second scholarship would have been available as similar scholarships were awarded to a significant number of working class children in the 1920s. However, it is only one example and therefore utility is limited. Level 3 answers will demonstrate reasoned understanding of the limitations of the source in the context of the effects of social class and draw conclusions about its utility. Wider aspects such as effects of the Geddes Axe, pressure for change from Tawney (amongst others) and Labour governments, and evidence from the *Hadow Report* and its recommendations, can be cited as giving evidence of effects. Level 4 responses will evaluate the utility of the source in relation to the broad question of the effects of social class in limiting (or giving) educational opportunities in the decade to reach a sustained and well supported judgement. (Aldrich, Gordon *et al*)

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

“The system of schools between 1926 and 1939 obliterated the irrelevancies of class inequality.”

How far do you agree with this statement? (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources **or** from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**

L2: *Either*

Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

Or

Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

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

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

Indicative content

There was certainly no obliteration, but there was reduction in class inequality. In Source A Tawney, a committed egalitarian, argues for general secondary education for all, with 'working class' specifically mentioned. He argues for two stages of education, primary (although the term is not mentioned) and then a consequent secondary stage for all up to the age of 16. Elementary education was to be replaced. The implication is that the 'irrelevancies of class inequality' would be abolished.

Source B indicates that class (and socio-economic background) were still very relevant for the individual involved.

Source C relates to Oxfordshire where three girls were attempting to escape the elementary school on scholarships to a secondary (grammar) school in 1928.

By 1935, in the same area, Source D reveals that education had been reorganised so that at the age of 10/11 all children moved from the village elementary (turned primary) school to a new secondary school.

The 1926 *Hadow Report* initiated the reorganisation of education. It recommended six years of primary education to be followed by secondary education to the age of 15. However, for most, secondary education would be in 'modern secondary schools' which would have a 'practical' and 'realistic' bias, whilst a minority would continue to be educated in 'academic' grammar schools. In practice, class differences in education would remain, but the scholarship ladder broadened somewhat to allow more working class children to attend grammar schools.

However, legislation to implement Hadow principles was not attempted until the Labour government of 1929. Its three Education Bills were defeated. Nevertheless reorganisation along Hadow lines took place during the 1930s. Progress would have been faster but for the Depression and pace depended partly on the enthusiasm and resources of individual LEAs. The Board of Education supported reorganisation, essentially along tripartite lines with the *Spens Report* of 1937 advocating separate grammar, technical and modern schools. This reflected the psychologists' views, prevalent at the time, about usefulness of intelligence testing and different aptitudes/abilities of children. By 1939 there were very few technical schools and less than 20% of the population, with local variations depending on historic foundations and policies of LEAs, were in grammar schools. Almost 80% of pupils remained with what was still perceived as the 'elementary' curriculum in modern schools or in senior classes of elementary/primary schools. Class was still very relevant in education. Tawney's objective had not been achieved.

Level 1 answers will consist predominantly of limited description and/or assertion. Level 2 responses will have fuller information, but will remain assertive and/or generalised in argument. At Level 3, answers will contain relevant factual information from all sources and wider own knowledge to assess the extent of changes from Hadow to 1939 affecting class inequality. Level 4 responses will provide a wide range of evidence and argument to consider the extent of changes over the period. Level 5 answers will show conceptual awareness of class inequality in the educational context, appreciate what Tawney understood by 'irrelevancies', and reach a balanced conclusion. (Gordon *et al*, Aldrich, McCulloch)