

GCE 2005  
*January Series*



## Mark Scheme

### History Alternative R Units 2 and 5 *(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.

Further copies of this Mark Scheme are available to download from the AQA Website:  
[www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2005 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.

*Dr Michael Cresswell Director General*

**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 R: Britain, 1895-1951****AS Unit 2: Britain, 1895-1918****Question 1**

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

Explain briefly the meaning of “the Cat and Mouse Act” in the context of women’s demand for the vote to be granted by the Liberal government. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. introduced to avoid forced feeding, but still a harsh measure. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. what the Act entailed and in the context of the suffragette movement and the reaction of the Liberal government(s) to it. **2-3**

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

How useful is **source C** as evidence about women gaining more than just the vote from their experiences during the First World War? (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. reference to gains made by women referred to in the source (jobs, business, professions, or sport). **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. content of the source, mainly, though not entirely, about the gains in employment linked with examples from own knowledge (e.g. munitions work, professions such as medicine and teaching). There should be some reference to provenance (views of a middle-class woman) for the maximum mark in this Level. **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. that the view given is particular –

from just one middle-class woman's perspective and refers to "business", "professions" and "sport", as well as undertaking "men's jobs" in general. The view of other middle-class and working-class women was likely to be different. The first sentence of the source needs consideration. It is probably an exaggeration of the changes/gains made. Overall this source does provide evidence, even if the case is over-emphasised, that women made substantial gains other than winning the franchise. **6-7**

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

"The failure of Liberal politicians to grant women the vote was a blot on their otherwise positive record of political and social reforms in the years to 1918."  
Explain why you agree or disagree with this statement. **(15 marks)**

*Target: AO1.1, AO1.2, AO2*

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

L2: ***Either***

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

***Or***

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

***Or***

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

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

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

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

### Indicative content

Source A focuses on the view that Asquith, as Prime Minister, and his wife opposed women's suffrage, a possible set-back for that cause after Campbell-Bannerman's retirement. Source B is highly critical and virtually accuses the Liberal government of hypocrisy over its

reaction to the suffragettes. Source C concentrates on the gains made by women during the war, but does not make direct reference to gaining the franchise. From own knowledge there can be a context of Liberal political and social reforms from 1906–1915 (for most of which period Asquith was Prime Minister), examples of Liberal governments’ reactions to the suffragettes, examples of women’s contribution to the war effort and reference to the fact that ultimately it was Lloyd George (still a “Liberal”) who decided to grant the albeit limited parliamentary franchise in 1918. Relevant material will be selective rather than comprehensive.

Level 1 answers will be thin in content and/or assertive in argument. Level 2 responses will have some understanding of the apparent inconsistency of Liberal politicians on this issue, given their progressive political and social reforms. At Level 3 answers will utilise both sources and own knowledge to explain the resistance to granting the franchise in the overall context of reform. Level 4 responses will have a solid range of evidence linking Liberal reforms with the opposition to, and failure to grant, the female franchise. At Level 5 answers will have full integration of material from the sources with own knowledge to support a balanced argument about “the failure” in a wide context of political and social reforms.

## Question 2

- (a) Comment on “their doctrine of Free Trade” in the context of Liberal beliefs in the late nineteenth and early twentieth centuries. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. absence of tariffs, policy to aid British trade. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. “Free Trade” needs to be set in the context of Liberal adherence to it in the face of emerging arguments for change, notably coming from Chamberlain after 1903. **2-3**

- (b) Explain why the tariff reform issue was so controversial within the Conservative Party in the years 1903 to 1906. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. the Party was seriously split. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the issue was made controversial by Chamberlain favouring imperial preference with tariffs on non-imperial countries’ products. The tariff reform campaign divided the Unionists (Churchill left). Balfour was in the middle of a divided Cabinet. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. the answer will give a

holistic view containing the controversies over the tariff reform campaign, which divided the Unionists/Conservatives, and became central to their decline and was in part responsible for Balfour's resignation at the end of 1905. **6-7**

- (c) Was the lack of social reforms by the Conservatives in the years 1900 to 1905 the most important factor in explaining why the Liberals “were elected with an immense majority” in 1906?  
Explain your answer. (15 marks)

*Target: AO1.1, AO1.2, AO2*

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

### **Indicative content**

The lack of social reforms was just one issue, but not the main factor. Probably of most significance was tariff reform, but also important were revelations about poor military performance in the Boer War, the treatment of women and children in concentration camps, the “Chinese Slavery” issue, the Taff Vale Case and the weak leadership of Balfour. The Liberals were reunited after the Boer War in opposition to the 1902 Education Act, which restored Nonconformist allegiance to them, and to the tariff reform proposals. Campbell-Bannerman had greater appeal than Balfour, although the Liberals hardly offered a clear programme of social reform before 1906. The Liberals were helped by the Lib-Lab Pact of 1903, although the “first past the post” electoral system greatly exaggerated their majority in seats won.

Level 1 answers will be thin in information and/or generalised in argument. At Level 2 responses will have fuller descriptive material, but remain limited in range of coverage and assessment of the relative importance of lack of social reforms. Level 3 answers will contain

some detail of the lack of social reforms and consider some other factors together with a clear, if limited, attempt at evaluation. Level 4 answers will contain a wide range of evidence with a balanced consideration of the lack of social reforms compared with a range of other factors. Level 5 responses will contain coherent overall judgement based on accurate, if selective, evidence over a range of issues.

### Question 3

- (a) Comment on “British colonies” in the context of Britain’s international pre-eminence 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 extent of the British Empire, naval supremacy or trade linked with great empire. 1
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. detail of the extent or areas of colonies based in a context of Britain having the largest of the imperial empires, and/or Britain as the world’s strongest naval power and in a state of splendid isolation (until the very end of the century when that ‘policy’ was questioned during the Boer War). 2-3

- (b) Explain why Britain regarded France and Russia as the main threats to her empire at the end of the nineteenth and beginning of the twentieth centuries. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates implicit understanding of the issue, e.g. both were traditional rivals/enemies. 1-2
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. France and Russia seen as traditional enemies and threats to the British Empire, especially in areas such as Africa (France) and the ‘Near’/Middle East, India’s borders and the Far East (Russia). The Fashoda Crisis was in 1898 and the Anglo-Japanese Alliance (aimed against Russia) in 1902. 3-5
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. the answer will give solid examples of (potential) conflict between Britain and the two powers, which were in alliance with each other. Focus should be on colonial clashes, but answers at this level may see the changing foreign policy of Britain, in relation to France particularly, as Germany emerged as another threat to the British Empire especially from the Boer War onwards. 6-7

- (c) Was the colonial rivalry the most important reason for the worsening relations between Britain and Germany in the years 1905 to 1914?  
Explain your answer. (15 marks)

*Target: AO1.1, AO1.2, AO2*

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

### **Indicative content**

Protection of the British Empire against the perceived threat from Germany was an important issue in the generally deteriorating relationship with that country during this period. Rivalry was evident in the Far East and particularly intense in southern and eastern Africa. Protecting Morocco by supporting France in the Algeiras and Agadir crises was also in defence of the threat of Germany to the Empire, as well as to Britain herself. The Berlin-Baghdad Railway and the Dang nach Osten were seen as threatening British imperial interests in the Middle East. However, also of great importance in relations with Germany was a wide range of other factors such as the development of the Triple Entente in opposition to the Triple Alliance (on occasion fanned by provocative speeches and policies from William II and his governments), commercial rivalry, but especially the naval race. There were periods of better relations, e.g. during the Balkan Wars and even in the earlier part of 1914 before the July Crisis and declarations of war.

Level 1 responses will contain minimal factual information and/or be assertive in argument. At Level 2 answers will have fuller descriptive information, but remain limited in range of material and evaluation. Level 3 responses will have clear understanding of a range of factors beyond consideration of just the importance of the colonial rivalry and attempt some evaluation. Level 4 answers will contain a wide range of evidence and clearly weigh the importance of the colonial rivalry against the significance of other factors in relations with

Germany. At Level 5 responses will have coherent, sustained judgement based on a wide range of knowledge on factors relevant to the relationship with Germany including developed evaluation of the importance of colonial rivalry.

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

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

To what extent do these two sources agree on Harold Macmillan's view that Lloyd George was "the prisoner of the Tories" from 1918 to 1922? (10 marks)

*Target: AO1.1, AO1.2*

- 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**

Level 1 answers will be thin in material and/or assertive in argument. At Level 2 some aspects from the sources will be cited, e.g. the whole Source A demonstrates problems over policy, events and the Party situation, whilst Source B begins with a similar view, including that of MacMillan, but then the remainder of Source B questions that view and advances the thesis that the view as found in Source A, and encapsulated by MacMillan, was a later interpretation advanced by the Tories for their own interests. Both sources mention 'domination' by Lloyd George and scandal. There will be some reference to own knowledge. At Level 3 there will be clear evidence from the sources that there is a similar view given in Source A and in the early part of Source B to the effect that Lloyd George was in a weak position. In Source A Lloyd George is seen as losing his grip rather than as "the prisoner of the Tories". Source B gives MacMillan's view that he was "the prisoner of the Tories" but then challenges that view with an alternative: the Conservatives later blackened the reputation of Lloyd George so that he received the blame for the perceived poor record of the Coalition government, rather than they themselves. Some own knowledge to expand on the issues mentioned in the sources (by way of examples), or policies/events/developments not mentioned should be integrated to support understanding and argument. Level 4 responses will contain a sustained judgement on the extent of similarity and difference in interpretation about Lloyd George and the 1918–1922 Coalition government. Answers should see clearly the Party political interests of the Conservatives in damning Lloyd George in 1922 and

thereafter, but also consider the view, at least in the earlier years of the Coalition, that the Tories were the prisoners of, or trapped by, Lloyd George, rather than the other way round.

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

“Lloyd George lost power in 1922 because of the failure of his own policies from 1918 rather than because of Conservative disillusionment with him.”

Assess the validity of this view. (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 for argument, which achieves balance in considering the relative significance of the failure of Lloyd George’s own policies as opposed to Conservative disillusionment. However, some of what Lloyd George did can be seen as achievements (e.g. Versailles, Irish Settlement, National Insurance, some intervention in industrial relations). Conservative disillusionment was gradual and only became very serious after the retirement of Bonar Law in 1921. Source A makes specific reference to Versailles, the economy, Ireland, relations with Soviet Russia, the honours scandal and the Chanak crisis, as well as analysing relations with the Conservatives and ending with the Carlton Club meeting. Source B focuses on Lloyd George’s later reputation and later Tory

attempts to discredit him and lays the blame for the problems and issues of 1918–1922 firmly on (the Liberal) Lloyd George. Material from the sources should be integrated with own knowledge, which can include policies not alluded to in the sources such as: housing – ‘homes fit for heroes’; National Insurance, dole and unemployment; industrial unrest; Geddes Axe; wider consideration of foreign policy.

Level 1 answers will use material from own knowledge or the sources, which will be thin and mostly descriptive. At Level 2 material will be fuller in terms of material, but lack range and depth and/or will be assertive in argument. Level 3 responses will contain evidence from both sources and own knowledge (though not necessarily equally) considering both Lloyd George’s own policies and the Conservatives’ changing relationship with him over the 1918–1922 period. Level 4 answers will cover all aspects of the question, have consistent analysis and make clear judgements on both major components of the question. At Level 5 there will be conceptual awareness with sustained judgement based on a wide, selective range of evidence on policies and Prime Minister/Conservative relations.

## Section B

Questions 2-7 are synoptic in nature and the rewarding of candidates’ responses 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 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 to almost 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

“Britain aimed to keep peace in the years 1919 to 1932 by reconciliation with, rather than punishment of, Germany.”

How valid is this judgement?

(20 marks)

Use standard mark schemes 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

British governments certainly attempted to keep the peace in Europe during the whole period (even though Lloyd George briefly threatened that over Chanak in 1922). The main concern remained Germany, although there were some doubts about the intentions of Soviet Russia. Although the treatment of Germany under the Treaty of Versailles was later regarded as harsh, at the time Lloyd George, whilst wishing to punish Germany for causing the war and supporting the ‘war guilt clause’, in fact moderated the ‘revenge’ calls and demands, e.g. for the Rhineland, from Clemenceau. He took in general a middle way between the aims of Clemenceau and Woodrow Wilson. Lloyd George realised that a politically chaotic and economically stricken Germany (as it was at the end of the First World War), as a permanent feature, would not only prevent European economic recovery, but also possibly threaten achievement of a permanent European peace, despite the disarmament of Germany and her loss of territory in Europe and overseas empire. The seeds were then sown in 1919 for a dual approach of enforcing the Versailles Treaty whilst encouraging the development of a democratic, peaceful, ‘European’ Germany. Differences between Britain and France over the treatment of Germany continued until 1923–1924, after which the emphasis was on reconciliation. Britain played a leading role in achieving French and Belgian withdrawal from the occupation of the Ruhr, and to some extent in the rescheduling of German reparations payments under the 1924 Dawes Plan. During his brief period as Prime Minister and Foreign Secretary in 1924 Ramsay MacDonald focused on working through the League of Nations. His Geneva Protocol later failed, but Britain had emphasised the need for collaborative international working. Crucially important from 1924 was the relationship of Austen Chamberlain as Foreign Secretary with his opposite numbers Briand and Stresemann. They were instrumental in getting the very significant Locarno Treaties under which Germany recognised willingly for the first time the permanency of the ‘Versailles borders’ in the west and the status of the Rhineland. There followed Germany’s admission to the League and early withdrawal of occupation of the Rhineland (completed in 1929). Though she was

not a leading player (like France and the USA), Britain supported the Kellogg-Briand Pact in 1928 as an attempt to outlaw war and the 1929 Young Plan which reduced German reparations significantly. Despite the impact of the Depression after 1929 and the political turmoil in Germany at the beginning of the 1930s, Britain continued to pursue policies of reconciliation and disarmament (though the latter was more by economic consideration than political objective under Conservative/National governments). Public opinion in Britain was generally very favourable to peace one decade after the First World War. Britain went into the (ill-fated) World Disarmament Conference in 1932 with good intentions.

Level 1 answers will be thin in factual information and/or assertive in attempted argument. Level 2 responses will be fuller in terms of material, but limited in range and analytical argument. At Level 3 answers will cover a range of issues, with appropriate selective reference to both punishment of Germany and measures of reconciliation. Level 4 responses will have overall clarity on the synoptic demands of bringing together the measures of punishment and reconciliation. The change of direction of policies from 1923–1924 will be identified. Level 5 answers will have sustained judgement about the two main approaches and possibly develop the political reasons for this with reference to specific governments and/or politicians.

### Question 3

“Labour lost power in both 1924 and 1931 because of events it could not control rather than because of its record in government.”

Assess the validity of this view.

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 is a synoptic question and candidates' responses should therefore come to an overall judgement about “events” as opposed to “record in government”, as well as dealing with either government separately. Labour was in a minority situation in both governments and the quotation probably contains a generally accepted interpretation. However, both governments had failures as well as achievements in their records before they fell. The 1924 government, of necessity, followed moderate policies. MacDonald pursued a policy of peace working through the League of Nations, but achieved little clear success while actually in office. The government's main domestic achievements were the non-controversial Housing Act of Wheatley and easier payments of unemployment benefit. Its attempted legislation in education and restoring some of the expenditure cut by Geddes failed, as did weak efforts to reduce unemployment. However what brought down the government were its relations with the Soviet Union and communism, and specifically MacDonald's handling of the Campbell case. That can be blamed on the Prime Minister and government, but its minority position meant that a combination of Conservative and Liberal opposition, which could not be controlled, would defeat the government on a major issue sooner or later. The Zinoviev Letter appearing just four days before polling, undoubtedly assisted the Conservatives and

harmed Labour in the outcome of the 1924 Election. The minority second government of 1929–1931 was also in a weak political position. Again there were some successes (Housing Act, reduced hours for miners, Agricultural Marketing Act, origins of unified London Transport), but attempts at constitutional reform, raising the school leaving age and repeal of the hated Trade Disputes Act all failed. However, this government was completely dominated by the increasing unemployment, and consequent financial and political crises of 1931. These were events which the Labour government could not control (although it can be argued solutions offered by Keynes and Mosley might have worked to an extent) especially from its minority position and were on such a scale that a national approach could be said to have been needed. That was MacDonald's decision, though he could persuade only a few in his party to go with him. Answers should be rewarded for the range of arguments over factors covered in relation to both events and records (of successes and failures) in government.

Level 1 answers will have limited information and/or be assertive in argument. Level 2 responses will contain more substantial descriptive or narrative information on the governments, but argument will be limited and remain largely assertive. At Level 3 responses will demonstrate clear knowledge and understanding of some key events and records of the two minority governments. At Level 4 there will be clarity on the synoptic demands which delivers a balanced answer, possibly with differentiation in conclusion about the two governments. Level 5 answers will display sustained judgement in dealing with the synoptic demands and justify a balanced conclusion.

#### Question 4

“The demand for consumer goods rather than a revival of the staple industries, or even government action, was responsible for economic recovery in Britain during the 1930s.”

(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

Focus should be on a synthesis of the relative significance of the demand for consumer goods, mainly being produced by the new industries, as opposed to revival of the staple industries or action taken by governments during the decade. The Depression had hit, in the main, regions and localities where the old staple industries were based. Over one million remained unemployed by 1939 and these were concentrated in the staple industry regions. Improvements in exports for all staples were slow and investment in modern machinery limited. From about 1935 rearmament programmes helped especially in shipbuilding, and iron and steel (though these developments can be seen as government action). The extended use of electricity in industry and the home aided the demand for coal at the power stations. However, it was the new industries, mostly powered by electricity, developed mainly (though not exclusively) in the Midlands and the South, which supplied, and to an extent responded to the demand for consumer goods. The major developments were evident in car production,

household and consumer electrical goods, large retail stores, cinemas, the ‘holiday industry’, and, perhaps most importantly, in the demand for new housing. Government intervention throughout the decade was limited and essentially confined to giving some assistance to the unemployed and areas reliant on the staple industries. The Gold Standard was abandoned in 1931, more out of necessity than as an intended policy. Exports thereby became more competitive eventually. Protection helped British industries including the staples in the longer term, but again was largely ‘forced’ on government by the World Depression and action of foreign governments. Low interest rates helped expansion, but rather more in the new industries where a return could be made on investment. They also greatly stimulated house building with relatively cheap mortgages available. The Special Areas Act of 1934 gave only limited financial aid to the staple industry areas hit by the Depression. Changes in the dole, including abolition of the means test, also did little to stimulate economic activity in the worst hit staple industry areas. Government action overall was limited with no direct intervention as seen in Roosevelt’s New Deal policies. Significant developments assisting Britain’s economic recovery, including the house building boom and re-armament, were not government policies principally motivated by the aim of reducing unemployment and assisting economic recovery. Very important too were external factors, especially the revival of world markets based on the American recovery.

Level 1 responses will be thin in information and/or assertive in argument. At Level 2 answers will be fuller in descriptive information, but still limited in range of material and/or assessment. At Level 3 responses will have clear evidence on consumer demand for goods (and services), the staple industries and government action (or limitations of the latter) with some evaluation of their significance for economic recovery. Level 4 responses will have clarity in comparison of all three factors. Level 5 answers will contain sustained judgement on the debate supported by a range of selective evidence, which should include reference to some wider factors such as world or American recovery.

### Question 5

“British governments in the years 1931 to 1940 were really Conservative, rather than ‘National Governments’, in the policies they pursued.”

How valid is this judgement?

(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

In terms of composition and parliamentary support the National governments were overwhelmingly Conservative and increasingly so as the decade progressed. This was very evidently apparent when MacDonal ceased to be Prime Minister in 1935. In 1931 he had succeeded in taking few Labour M.P.s with him, though there were notable exceptions like Snowden and Thomas. The first National government cabinet did have four Labour members, four Conservatives and two Liberals. The 1931 Election, however, illustrated Conservative dominance with 473 supporting the National government elected compared

with 68 Liberals and just 13 'National Labour'. With only 61 Opposition M.P.s, 52 of whom were Labour, it was clear that the National government had the confidence of the nation and could pursue policies deemed to be in the national interest. What was also clear was that Conservative interests, and therefore policies, would dominate the work of the Coalition. The Liberal members produced no rival to Baldwin, or even Chamberlain, during the decade. Baldwin was the dominant figure, even before he became Prime Minister in 1935. Even though Labour won 154 seats in 1935, and the (independent) Liberals 20, Conservative dominance of the National government remained intact. Not surprisingly therefore the policies pursued were essentially Conservative. The immediate actions to deal with the 1931 crisis were to implement most of the May Committee recommendations, which the Labour cabinet had rejected: cuts in unemployment benefits and salaries of government employees, and increased taxation. However, against previous Conservative policy, the sterling crisis meant a forced decision to leave the Gold Standard (a move which in the long term did ironically make exports cheaper and assist economic recovery). On the economic situation Conservative policy changed decisively in 1931 to institute protectionism after a decade of indecision, a policy which National Labour and National Liberals adopted (against their previous stout defence of free trade). Throughout the 1930s Conservative policy in the main was otherwise to leave the economy to recover/develop itself with minimal state interference. When measures were instituted to assist the worst hit regions and unemployed, they were limited in beneficial effects and in part came from what National Labour and Liberal pressure there was within the coalition. Examples include the amount and eligibility for receipt of the dole (which was increased later in the decade) and the 1934 Special Areas Act. Where the National government and Labour and Liberal opposition largely agreed was over reaction to the extremist political movements and especially Mosley's Fascists, e.g. over the Public Order Act of 1936. When foreign affairs became more important in the second half of the 1930s, Conservative policy was to pursue appeasement of both Italy and Germany (though a small group around Churchill was condemnatory). Labour initially went along with disarmament/appeasement policies until the pacifist Lansbury was replaced as leader by Attlee in 1935. Gradually Labour came to appreciate Churchill's position especially when it became evident that Chamberlain, as leader of the National government, and the Munich Agreement, had failed. Labour refused to join the National government at the beginning of the War in 1939 because the appeaser Chamberlain was still Prime Minister, and only did so when he, and thereby his (Conservative) policies, were replaced by Churchill who had in effect been his main critic until September 1939.

Level 1 answers will contain only outline information and/or be assertive in argument. Level 2 answers will be fuller in terms of factual evidence, but be limited in range and argument about the extent of Conservative policies. Level 3 answers will contain clear information about National government policies and the extent to which they were Conservative and/or Conservative dominated. At Level 4 responses will have clarity in assessing the degree of 'conservatism' in the policies. Level 5 answers will demonstrate sustained judgement throughout and reach a balanced conclusion on the degree of Conservative domination and influence over the whole period.

**Question 6**

“It was ‘austerity’ policies, rather than the nationalisation of key industries, which led to the growing unpopularity of the Labour governments from 1945 to 1951.”

How valid is this judgement?

(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**

Focus should be on reasons for the growing unpopularity of the governments over the period leading to the electoral defeat in 1951, but featuring centrally the relative importance of austerity policies and nationalisation as factors. Austerity policies were continued from the War because of the economic difficulties produced by dislocation (e.g. bombing, especially of cities and the need for reconstruction, change from wartime to peacetime economy). Faced with financial as well as economic problems, and with an enormous national debt, rationing had to continue well after 1945. The initial loan from the USA was spent by 1947, coinciding with the bad winter. Government finances and the economy were essentially rescued by not only Marshall Aid, but also by the austerity policies closely associated with Cripps. At a time (late 1947) when public expectation was of a higher standard of living in peacetime, Cripps continued with high taxation and rationing. He reversed Dalton’s encouragement of expanding consumer demand and cheap credit so the overall economy and particularly exports could be revived. Trade unions were urged not to harm production by striking or seeking higher wages. These policies were very unpopular and undoubtedly were a major factor in Labour’s poor showing in the 1950 Election and defeat in 1951. Nationalisation of key industries was less controversial. Apart from Conservative opposition at the time, much of the nationalisation seemed to be welcomed (or at least not opposed) by public opinion. The key industries were electricity, gas, coal, rail – and also steel over which the government had most difficulty. The nationalisation of electricity and gas was generally accepted as improvements but critics argued that the railways produced a worse service. Nationalisation of the coal industry was certainly popular with the miners, but to the public in general it became associated with the fuel shortages as nationalisation implementation coincided with the bad winter of 1947. Ultimately the main reasons for Labour’s growing unpopularity from 1945–1951 also included failure to provide sufficient new housing, illness and deaths of ‘tired’ ministers (including Cripps), but in particular the continuation of austerity and rationing five to six years after the end of the War, internal division and the costs of the NHS.

Level 1 answers will be thin in factual content and/or assertive and generalised. At Level 2 responses will contain fuller information, although evaluation of the relevant issues will be limited. Level 3 answers will cover the central issues indicated in the quotation, austerity and nationalisation, although evaluation will be limited or partial. At Level 4 answers will have coherent explanation with a balanced conclusion on the factors including some reference to wider issues beyond austerity and nationalisation to account for Labour’s growing unpopularity. Level 5 answers will provide sustained judgement and linkages, consider a range of factors, including the two named in the question, and justify a balanced conclusion.

**Question 7**

“Britain’s retreat from its empire in India was due more to its loss of pre-eminence in the world after 1945 than to a commitment of the Labour government to grant India independence.”

How valid is this judgement?

(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**

There should be a balance assessing how far the loss of pre-eminence led to the withdrawal from India as opposed to Labour’s commitment (and indeed other factors). The full extent of Britain’s loss of pre-eminence was not fully appreciated by many at the time, especially as Britain had been on the victorious side of the War with Germany and Japan. It was her two main allies that had emerged as the ‘superpowers’, despite the governments’s determination to develop nuclear weapons. In the Cold War, e.g. in the Berlin Blockade and formation of NATO, Britain played an important but subsidiary role in the opposition to the Soviet Union. Economic problems and financial difficulties forced the withdrawal of British military help to the Greek and Turkish governments in 1947. Those factors might have forced a similar withdrawal from India (and Palestine) if the Labour government had not in any case already decided to withdraw. It had been Labour policy since MacDonald’s 1929 government to work towards dominion status for India. In 1942 the Coalition government, despite Churchill’s premiership and record on the issue of independence, made an offer of independence after the War, an offer partly made out of political and military considerations given the state of the War in Asia at the time. Labour politicians had developed good relations with Gandhi, and Attlee and Bevin believed the empire was as much a liability as a help in times of danger. By 1945 the real problem for the Labour government was not whether to grant independence, but how to avoid bloodshed between Congress and the Moslem League, Hindus and Moslems. The new India and Pakistan were nevertheless born in bloodshed under partition. The retreat from India in granting independence to two states in the sub-continent was a major decision taken by the Labour government, given Britain’s pride in having India for so long as ‘the jewel in the crown’ of the empire. Conscious decisions were also made to give independence to neighbouring Ceylon and Burma. British withdrawal from India was a commitment and policy fulfilled by the Labour government. It was the most significant retreat of British power overseas to that date in the 20<sup>th</sup> century, but took place in the context of Britain’s less powerful political, military and economic positions in the world following the Second World War. Overall historiography sees the Labour commitment as crucial, but the post-war international position of Britain was also highly significant as were other factors such as the nationalist movements in the sub-continent.

Level 1 answers will be thin in factual content and/or have generalised assertions. Level 2 responses will have fuller material, but still be limited in extent of argument. At Level 3 answers will have clear understanding of the significance of Labour’s commitment in a context of Britain’s reduced position as a world power following the Second World War.

Level 4 responses will be clear and balanced in reaching an overall assessment of reasons for retreat from India. Level 5 responses will display sustained judgement in a synopsis of the factors together with a balanced conclusion.