



General Certificate in Education

AS History 5041

Alternative R Unit 2

Mark Scheme

2007 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

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

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

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

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

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

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

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

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

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

Exemplification/Guidance

Answers at this level will

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

Level 2:

Either

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

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

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

Or responses will have the following characteristics: they will

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

Level 3:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 4:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 5:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

C: DECIDING ON MARKS WITHIN A LEVEL

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

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

So, is the response:

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

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

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

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

Explain briefly what is meant by 'a full military alliance with Japan' (lines 2–3) in the context of British foreign policy in 1902. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. firm commitment of either ally to benevolent neutrality in the event of one being at war with one other power, or military support in the event of one ally being at war with two other powers, or firm alliance against Russian expansion in the Far East and Pacific. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. main terms of the Treaty, as above, with context of assistance of Japan to oppose Russian expansion, or to assist in protection of the empire by utilising the Japanese fleet whilst releasing some of the British Far East fleet for duties closer to home, or first British military alliance of significance for some decades, part of the evolution out of 'splendid isolation'. **2-3**

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

Explain how useful **Source B** is as evidence of how the relationship between Britain and France had changed in the years 1898 to 1912. (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 statement identifying utility/reliability of the source based on the content, e.g. it demonstrates how the near-war confrontation at the time of the Fashoda incident had changed to one of co-operation, gives the view of the Foreign Secretary and British Government in 1912 (following the Agadir crisis of the previous year). **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. content of the source about the military and naval talks/arrangements, principally in 1906 and 1912 following the Moroccan crises, advocacy of consideration of joint action against a 'third power' (Germany) or in the event of crisis, linked with provenance of an important proposal from the Foreign Secretary to Britain's entente partner. **3-5**

L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. the tone of co-operation in the source, the authority of the provenance in the context of perceived threat by Germany against Britain and France (mainly naval in the case of the former), reference to increased military and naval co-operation with some context of British commitment to the B.E.F from 1906 and the naval arrangements from 1912, limitations of the source in that it does not refer to relatively hostile relations before 1904 nor to the initial change in relations with the 1904 Entente Cordiale. The source therefore does not give a view of relations over the whole period and makes few specific references to previous events or developments. **6-7**

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

'The main aim of British foreign policy between 1895 and 1914 was to protect the British Empire.'

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 covers the first ten years of the period and lists what it judges to be the 'major achievements' of the Unionist governments in foreign affairs. All of them refer to the Empire: extension in Africa and Asia; alliance with Japan to safeguard the Empire in the Pacific; the Entente Cordiale with specific reference to Egypt; the Boer War.

Source B, on the other hand, does not refer directly to the Empire, but by implication is concerned with the German threat, not only to the home countries, but also to the British and French Empires. In 1912 the context of Anglo-French military, and particularly naval co-operation, arose from the consequences of the Agadir crisis in 1911 which Britain saw as a threat to her Empire as well as to that of the French in North Africa.

Source C sees Britain as the European/world peacemaker in a context of the importance of the British Empire and its defence against threats from German colonisation and naval building.

From own knowledge there can be evidence concerning the protection of the Empire (and trade) by maintaining peace, the dominance of Britain in the 'Pax Britannica' and through 'splendid isolation', but with the important proviso that Britain was prepared to defend and promote her imperial interests by the threat of force as at Fashoda and Agadir, and its use during the Boer War. Furthermore, in the context of the perceived threat from Germany from the period of the Boer War onwards, pragmatic measures were taken to protect the Empire (as well as the mother country). The ententes with France and Russia ended colonial disputes with those powers, enhanced the balance of power and were particularly significant as was Britain's position at Algeiras, as well as in the Agadir crisis, in supporting France over Morocco. The naval race was also especially significant with the first and major challenge to Britain's supremacy on the seas since Trafalgar. The German fleet was perceived as a major threat to the Empire as well as Britain herself. There had to be a response to the threat, firstly to maintain peace through continued naval superiority, but ultimately by war if necessary. However, sound responses may note that war with Germany was not certain over imperial, naval, or indeed any other issue, until the July/August crisis in 1914 and the final decision determined by the German invasion of Belgium, which was a direct threat to Britain herself and by extension to its naval position, rather than to the Empire directly. Ultimately British foreign policy through its changes from 1895–1914 was designed to preserve Britain's dominant world role by protecting Britain itself and its commercial interests as well as the Empire. Those aims were interlinked.

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 limited understanding of the imperial interests at stake. At Level 3 answers will utilise both sources and own knowledge to explain the importance of protection of the Empire during the period with some reference to other factors influencing the changing direction of British foreign policy. Level 4 responses will have a solid range of evidence linking the central issues of the question with other aims. The final crisis provided both crystallisation and the catalyst for war despite the efforts of Grey and the British government to preserve peace. At Level 5 answers will have full integration of material from the sources with own knowledge to support a balanced argument about the extent to which protection of the Empire was the main aim.

Question 2

- (a) Comment on 'free imports' (line 1) in the context of British trade policy at the beginning of the twentieth century. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. part of the free trade system in place, allowing unlimited imports from abroad. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. free trade, as the established economic policy, allowed both imports and exports without tariffs (except briefly for a corn duty introduced during the Boer War), conventional belief that prosperity of Britain and the Empire was based on free trade, including imports particularly of raw materials for manufacturing since the mid-nineteenth century and despite the protectionist policies of other states such as Germany. Reference to Chamberlain and/or tariff reforms should not be extensive though credit (1 mark) may be given if such reference is linked to 'free imports'. **2-3**

- (b) Explain why Joseph Chamberlain campaigned for tariff reform for Britain from 1903. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. Chamberlain saw the issue as a vote winner, or free trade was no longer appropriate given protectionist policies of other states, or relative decline of British industry, or facilitation of imperial preference. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. his background as a Birmingham industrialist seeing (potential) damage to British manufacturing facing protective barriers imposed by other industrialised states such as Germany, effects of continued free trade on British overseas commerce, his belief in increased empire trade with a system of imperial preference which necessarily entailed introduction of tariffs on non-empire trade. There may be reference to Chamberlain's wanting to use tariff revenue to fund social reforms. **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. as at Level 2 but also understanding Chamberlain's experience as Colonial Secretary since 1895. He wished to realise the full potential of Britain's 'undeveloped estates' in the Empire. It was not sufficient to encourage better use of those resources, but positive trading opportunities with the Empire had to be fully developed. In effect what he advocated was imperial preference which of necessity meant overall tariff reform and the end of free trade. **6-7**

- (c) Was the tariff reform issue the most important factor in explaining the defeat of the Unionists (Conservative and Liberal Unionists) in the 1906 General Election?
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 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 answers may point out that the 'First Past the Post' system significantly exaggerated the Liberal victory as a landslide.

Level 1 responses will be thin in content and/or generalised in assertion. At Level 2 answers will have descriptive coverage of some reasons, but still be limited and/or assertive in argument. Level 3 responses will explain clearly the importance of both tariff reform and other factors. At Level 4 answers will have a wide range of material covering Unionist problems from c.1900 and give a coherent argument to agree or disagree with the statement contained in the question. Level 5 responses will have wide coverage of factors supporting a clearly formulated explanation and judgement for the Conservatives' defeat in 1906.

Question 3

- (a) Comment on 'domestic service' (line 5) in the context of women's employment during the First World War. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. an explanation of what domestic service entailed or a reason why there was such a dramatic decline in the number of female domestic servants during the War. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. reasons for the dramatic decline especially the new job opportunities, higher wages and freedoms. There may be reference to what the upper and middle classes called the servant crisis. **2-3**

- (b) Explain why women did such a wide range of jobs during the First World War. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. necessity of filling jobs previously done by men who went into the armed forces. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. loss of men to war service required not only expansion of number of females in some occupations in which they were already involved, but also taking employment in jobs and positions, and at levels, which had been done mainly or exclusively by men. Reasons may include some of the following material. The need for greatly increased munitions production on the home front, in what became a total war, by working-class women was particularly significant, but they also worked in large numbers in other traditionally male manual occupations such as mining. However, many middle-class women also worked for the first time. Pressure to do so came from the suffrage societies which, by implication and often explicitly, pressed for women's equality as well as the more tangible objective of gaining the vote. Women entered military organisations, the police and jobs in full public view such as conductresses and bank clerks. There was a large increase in the number of teachers, although this was a traditional employment area. The number of female doctors, university teachers and lawyers also increased, though to a lesser extent. The opportunities arose in the main because of 'the shortage' of men who were absent on military service. They increased further with the introduction of conscription in 1916. **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. a holistic response about the reasons for the expansion in the range of jobs, opportunities and gains possible for women as individuals and/or collectively. One basic motive was to support the war effort and 'the boys at the front' as well as the opportunity for earning more. Propaganda also encouraged women to work especially where there were shortages of workers or in crucial production of munitions from the 1915 'shell shortage' onwards. **6-7**

- (c) Was the contribution of women to the war effort the most important factor in their social advance in Britain by the end of the First World War?
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

The contribution to the economy through employment during the War was probably the most important factor. To varying degrees, women were in positions of authority and/or responsibility, or making significant contributions to society by (often crucial) contributions to the war effort. Generally they were better paid (though only exceptionally like some doctors at the same level as men), and were encouraged to work by the prospect of the increased freedom and independence it produced. War work brought not only a fundamental advance in the position of women in society with greater social equality, but also gains for individuals. Such advances were helped by the absence of husbands and fathers. The only traditional women's occupation to show a marked decrease in numbers during the war was in domestic service. Prospects elsewhere were more attractive. Social advance was made during the war by both middle and working-class women. In terms of winning the parliamentary vote there is debate about the effectiveness of the suffrage and especially the suffragette campaigns. They had not achieved their aim before the war whereas the praise and gratitude given to women for their wartime efforts, mainly in employment of various and diverse kinds, were clearly significant in the gaining of the franchise by 1918. At the end of the war there was a slowdown in the changes with regard to women's employment and the rate of improvement of women's position in society in general, but many wartime changes achieved remained permanent. On the other hand many of the jobs had been short term and traditional roles (women as carers, nurses, bearing children to replace the 'lost generation', housewives on the 'kitchen front') remained alongside notions such as equal pay. Even the franchise granted was limited and not gained by many munitions workers in 1918.

Level 1 answers will be thin and/ or generalised in argument. At Level 2 responses will have fuller descriptive information about women's contribution to the economy, but remain limited in range of material and evaluation. Level 3 responses will contain clear examples of the change in the economic roles of so many women during the War with some evaluation of that change in relation to others (e.g. suffragette movement, better education, absence of male relatives). Level 4 responses will contain a wide range of evidence on women's economic contribution and evaluate its importance clearly against other factors which may include longer term trends. There will be debate on the degree of social advance. Level 5 answers will have coherent overall judgement based on a wide range of knowledge about women's economic role and the extent to which it was the most important factor accounting for their social advance.