



General Certificate in Education

A2 History 6041

Alternative S Unit 5

Mark Scheme

2008 examination – June 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:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's 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 specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 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 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.

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 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 AO 1.1, 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 (AO 1.2), 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 (AO 2, 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 characteristic: 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 the 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.

C: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

So, is the response:

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

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

June 2008

Alternative S: British Economic and Social History, c1750–1914

A2 Unit 5: Maturity, Change and Crisis in the British Economy and Society, c1830–1914

Question 1

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

To what extent do **Sources A** and **B** agree on the reasons for the reform of the Poor Law?
(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

Source A is a recent account of the 1834 Poor Law reform. It gives the view that whilst the rising cost of the Poor Law did concern the upper class ratepayers, it was social unrest which worried them more. When the two factors coincided in the early 1830s, then the demand for reform was inevitable, especially after 1832 when the new middle class voters joined in support. It then discusses some of the effects after 1834. Source B is from the Poor Law Commissioners themselves in 1834. It agrees that the poor rates were too high, but emphasises that the result of outdoor relief was to remove self-sufficiency and make poverty a better option ('more eligible') than the independence of the labourer. The source does not mention the threat of social unrest, but implies that reform is necessary.

Level 1 answers will offer generalisations about the causes of the 1834 Poor Law. At Level 2, this will be supported by detailed reference to the sources and some comment on the political/social context of the Act. Level 3 answers will show an understanding of the economic considerations and the problems faced by the poor in the 1830s. At Level 4, candidates will offer judgement on the sources and the effectiveness of their conclusions as a basis for the 1834 Act.

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

'The Poor Law Amendment Act of 1834 was a success for the ratepayer, but a disaster for the poor.'

Assess the validity of this view in the years to 1870. (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

Source A is a modern view on the causes of the reform of the Poor Law in 1834 and some of its effects afterwards. Whilst it stresses the rising costs of outdoor relief to the ratepayers, it emphasises the social dangers of the period. Candidates will be aware of the long lasting influence of the French Revolution and the threat of unrest in the countryside, as shown by the Swing Riots of the early 1830s, with its destruction of property. The source links this to rising costs as the factor which pushed reform for 1834. It shows that the poor rates were reduced after 1834, although they were to rise again. It also points out the inadequacy of the Act to deal with the mass unemployment which occurred in the late 1830s. Source B is from the Commission itself. It, too, draws attention to rising costs, but concentrates on the undermining of the status of the independent labourer by the ease and monetary gains of receiving outdoor relief. It stresses the issue of 'eligibility' and objects to the squandering of money on the idle poor. Better answers will link this to the prevailing philosophies of the period and the political power held by the rate paying classes. Source C is a recent survey of the effectiveness of the 1834 Act. It concludes that opposition was short lived and that the system settled down, lasting at least until 1870. It points out the continuation of outdoor relief despite the intentions of the

Act, especially in the face of mass unemployment in the 1840s and 1860s. Candidates should be aware of the difficulties encountered in applying the Act in the industrial north, as opposed to the rural south. Better answers will examine the reasons for this and will evaluate the conclusion reached by the source. There will be discussion on how much poor rates fell after 1834 and some will point out that the rates started to rise again, especially as workhouses were expensive to build and maintain. Where it operated, the Act was a social disaster for the poor as the workhouse carried a stigma of humiliation. Families were split, treatment inside the workhouse was frequently harsh and there were scandals, e.g. Andover. However, the workhouse did provide food, shelter and some education for the children, although older ones, especially the orphans, were often 'sold off' to employers. The system was erratic in enforcement and did depend on individuals, not all of whom were unsympathetic to the poor. There was also a great deal of local resentment towards Chadwick and his fellow Commissioners sitting in London. The general easing of economic pressures after 1846 should be considered in reaching a secure judgement on the question.

Level 1 answers will be general in style. At Level 2, candidates will have more detailed information from own knowledge as well as the sources, but this will often be descriptive. At Level 3 there will be an attempt to evaluate the sources and a secure use of own knowledge of the Act and its context. Level 4 answers will evaluate the economic and social factors involved in the Act and its consequences. At Level 5 the judgement will be explicit and confident, with evidence of well-developed thinking.

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

'The failure of the trade unions was due more to their own weaknesses than to the opposition of government and employers.'

Assess the validity of this statement in the years 1830 to 1870. (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

The trade union movement grew erratically in the nineteenth century. Its main weakness was the difficulty of organisation, as shown by the failure of the G.N.C.T.U. in 1835. Despite the enthusiasm of Robert Owen and a boasted million members, groups in different industries were unable to support each other effectively, due to problems of distance and communication. Moreover, workers who were in work were most reluctant to support others on strike. On the other side, employers were able to break unions by threats and intimidation. The government were seen as anti-worker, as illustrated by the Tolpuddle Martyrs case of 1834. Unions were barely legal and there was no protection for their funds, as shown in the 1860s. Being mixed up in Chartist actions did unions no favours, although the more 'respectable' skilled workers did not support Chartism. The success of the economy after 1846 reduced support for unions and the Mid-Victorian Boom period saw little industrial unrest. The New Model Unions of that era stressed that they were not against the employers and acted more as Friendly Societies for their members. The majority of workers were not involved in what union activity there was after 1846.

Level 1 answers are likely to lack specific information and be general in their approach. Answers at Level 2 will distinguish between the problems of the unions and the actions of employers, but will not develop these. At Level 3, the issues will be identified and some attempt will be made at a conclusion. At Level 4, there will be an attempt at judgement, weighing up the interplay between the two factors of own weaknesses and the actions of others. At Level 5, candidates will produce a secure judgement based on developed own knowledge.

Question 3

How far was industry undermined more by foreign competition than by its own failure to adapt to new technology in the last quarter of the nineteenth century?

(20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

The question is concerned with the so-called 'Great Depression' of the last quarter of the nineteenth century and whether British industry declined. Some basic industries failed to prosper and production of coal, iron and steel stagnated. However, 'stagnation' was relative, as it can be argued that this was simply a failure to keep up with the figures of the earlier years, which were exceptional. There was some complacency, as business expected to continue as previously, and new technology was often ignored, e.g. in steel, but the economic world had changed. The foreign competition was mostly from Germany and the USA which had developed after upheaval in the 1860s. They also had greater populations and resources than Britain. They were Protectionist, whilst Britain was Free Trade, which favoured foreign goods with low duties and caused unemployment to rise in Britain. Transport developments such as steam ships favoured foreign competition. Better answers will point out that some British industries such as textiles and shipping were virtually unaffected and innovation continued, but at a slower pace. There was also the advantage of the Empire, with its vast markets. 'Invisible' trade such as insurance and banking were also strong and kept Britain prosperous.

Level 1 answers will be general in approach and lack specific information. At Level 2, answers will be more detailed and some attempt will be made to distinguish between the two factors. Level 3 will consider the two factors in detail, using own knowledge in support and attempting a limited conclusion as to the effectiveness of the foreign competition or the weakness of British industry. Level 4 answers will compare the factors in detail and reach a supported conclusion. At Level 5 there will be a judgement on the question, supported by a secure use of evidence.

Question 4

'The Depression in agriculture was caused more by foreign imports than by a failure in farming methods.'

Assess the validity of this view in the years 1875 to 1914.

(20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

The question asks candidates to consider if there really was a Depression in British farming after 1870 and, if there was, how extensive it had been. British farming went through times of relative prosperity between 1850 and 1875, known as the 'golden age of agriculture' when farmers benefited from innovation, good prices, Free Trade and low foreign competition. After 1875, the position changed. Cheaper foreign imports of wheat and refrigerated meat, unrestricted by the Free Trade policy, undercut British farming prices. These products mostly came from North America, where the prairies had been opened up and new transportation, coupled with refrigeration provided fierce competition for farmers. There were also agricultural goods from Australia and Russia. The result was a gradual collapse in British arable farming, with fields left to grass. Farm profits and wages fell, labourers were laid off, rural unemployment and the drift to the towns increased. By 1895, the position was regarded as so serious that a Royal Commission was appointed to report into the conditions in the countryside. Candidates could also mention the poor weather after 1875, when a series of wet summers meant poor harvests and rising demand for cheap food from a growing urban population, which had to come from imports. It can be argued that farming failed to innovate sufficiently to match the competition. For instance, the spread of machinery was slow, unlike foreign rivals. However, answers should highlight the comparative success of dairy farming, supplying the growing cities with fresh milk and dairy products. Also, there was a huge growth in market gardening, supplying fresh vegetables to the cities. Both of these used the completed internal railway network to deliver, and foreign products could not compete.

Level 1 answers will be generalised and lack supporting detail. At Level 2, answers will examine both arguments concerning farming, but be mostly descriptive in nature. At Level 3, both sides will be considered and own knowledge will support a limited conclusion. Level 4 answers will reach a limited judgement on the state of farming, supported by own knowledge. At Level 5, the judgement will be secure, based on well-argued and supported evidence.

Question 5

How far was government involvement in education due more to political concerns rather than to economic factors in the years 1850 to 1914? (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

Until 1870, education was mostly limited to the upper and middle classes. The children of the working class got very little, except for the work of the churches. Despite a belief in *laissez-faire*, there had been government grants to education since 1833. The Newcastle Commission of the late 1850s found that much government money was often being wasted and so, came up with the Revised Code, which laid down what was to be taught in schools for the poor, as these were the only subjects which would be paid. Further, 'Payment by Results' ensured teachers would only be paid if they had taught pupils to a required 'Standard', inspected annually. The extension of the franchise in 1867 ignited the argument about educating the poor – whether it was desirable and if so, who should pay for it. Fear of agitators mis-leading the uneducated poor and fears of being left behind industrially, led to the 1870 Education Act. This laid down provision for state education for all, but it was only elementary and was to be paid for by local ratepayers, who elected School Boards. It was still neither free, nor compulsory. Political will drove the legislation, but economic factors limited its effects. Many working-class parents opposed education, as it meant loss of income when children could not work and girls were frequently kept at home to look after younger ones so the parents could earn. By the 1890s, education was both free and compulsory, with government regulation increasing. The 1902 Education Act opened secondary education to the working class, but few were able to take advantage and it remained a middle class preserve. By 1914, the government had avoided social revolution, but was fully committed to funding state education through taxation.

Level 1 answers will be general in style. At Level 2, there will be consideration of both arguments, with some supporting evidence on political and economic factors. Level 3 answers will develop both arguments, with some supporting knowledge, drawing a limited conclusion. At Level 4 there will be limited judgement, supported by evidence. Level 5 answers will reach a definite judgement on the question supported by secure evidence.

Question 6

'It was more the tactics of the supporters of women's suffrage, rather than the opposition of male politicians, which denied women the national vote.'

Assess the validity of this view in the years 1860 to 1914.

(20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

The first issue to be discussed is whether, or by how much, the status of women progressed in the period, thus leading to demands for suffrage. There was some legal development. Women gained the right to divorce, but mainly on male terms. They gained the right to keep their own money and property, but often had to defer to husbands, or male relatives. Women were able to become lawyers, but very few managed this. Women's education advanced in that girls' schools were set up and, by 1900, women were admitted to University. There were also women doctors by that date. But, these professions required money, as well as education and only upper/middle-class women could aspire to them. There were also opportunities in teaching, providing a woman did not marry and also in the new ranks of office workers. The great majority of women had a basic education and worked only as servants or in factories. For most women, they were expected to become wives and mothers and to leave the important decisions to men. However, by 1900, women could be elected to School Boards and Boards of Guardians. They could vote in local elections and, by 1910, they could become local councillors, so some progress had been made. The demand for the vote and the tactics used to achieve it has to be contrasted with entrenched male views that women had no place in national politics. Millicent Fawcett had set up the Suffragists, a peaceful campaign for women's suffrage in 1897. Angered by its failure to achieve a national vote, Emmeline Pankhurst led a breakaway movement from 1903 – the Suffragettes, whose tactics became increasingly violent. Denied a vote by an all male Parliament, the Suffragettes broke up political meetings and attacked property. Many were arrested, went on hunger strike and were force fed, which won them much sympathy. However, the violence lost them support, most crucially, that of other women. Even the death of Emily Davidson under the king's horse in 1913 failed to win the vote. Neither the logical argument of the Suffragists, nor the violence of the Suffragettes, gained success for women by 1914, especially as the male government had more pressing issues to consider, such as the threat of war.

Level 1 answers will be general in style, lacking detail. At Level 2, there will be a consideration of both factors, but it will lack supporting detail. Level 3 answers will weigh up the progress made by women and the tactics of the Suffragettes and reach a limited conclusion. At Level 4, answers will reach a limited judgement, supported by own knowledge. Level 5 answers will reach a full judgement, based on secure, well-argued evidence from own knowledge.

Question 7

'The social legislation of the Liberal governments in the years 1906 to 1914 was motivated more by financial than by political considerations.'

Assess the validity of this view.

(20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

The Liberal governments of 1906–1914 were, particularly after 1908, under the influence of what was called 'New Liberalism'. This belief, particularly associated with Lloyd George and Churchill, but supported by Asquith and many in the party, was that government had a moral duty to support the poorer members of society. The work of Booth and Rowntree by 1906 had shown the shocking numbers of people living in poverty, despite the wealth of the country, who were unable to improve their position. The Royal Commission on the Poor Law reported in 1909, showing again great levels of poverty, particularly for children and the elderly. Better answers will also draw attention to the growing support for the Labour Party from 1906, with its pledges to remove inequality in society and, it could be argued, would therefore be a future electoral threat to the Liberals. Further, there was always a fear of social unrest caused by unemployment and poverty. The years between 1906 and 1914 are marked by increased union activity and strikes, especially 1911–1914. The social and welfare reforms reflected a genuine desire to improve the lot of the poor. The Old Age Pension scheme in 1908 assisted the elderly, but this was not available to anyone under 70 and, because it was based on taxation, many were excluded from receiving a pension. Levels of taxation became crucial in 1909, with the production of the 'People's Budget' which made a crisis with the Lords. A compromise was eventually reached and the Liberals had to trim their National Insurance scheme in 1911, again excluding many groups such as servants and women. Employers, who were also tax payers and voters, were able to water down much social legislation. The elections of 1910 showed the Liberals losing support, so they had to compromise. It can also be argued that there were so many other problems facing the Liberals, not least the cost of armaments against the growing threat from Germany, that, as a result, they had to limit their welfare ambitions.

Level 1 answers will be general in style and lack specific detail. At Level 2, answers will consider both factors of cost v welfare, but be descriptive in nature. Level 3 will consider both factors and other evidence to reach a limited conclusion. At Level 4 a limited judgement will be reached, supported by own knowledge. Level 5 answers will reach a considered judgement, supported by secure evidence.