

GCE 2004  
*June Series*



## Mark Scheme

### History Alternative Q Units 2, 5 and 6 *(Subject Code 5041/6041)*

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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 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 undiscriminating 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 undiscriminating 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 Q: Britain 1815-1914****AS Unit 2: Britain 1815-1841****Question 1**

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

What is meant by “radicals” in the context of the reform crisis of 1832? (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. the radicals were those who most strongly opposed Wellington. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. that the radicals wanted to see much greater reform than many of the Whigs. Some candidates may offer additional material on key radicals such as Place or link the radicals to Tom Paine and the *Rights of Man*. Expect a range of material but a maximum of 2 marks to be awarded if no use of source. **2-3**

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

Explain how useful **Source B** is as evidence about the motives of the Whigs in reforming Parliament in 1832. (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. simply stating that Source B refers to the need to correct long standing abuses. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. recognises that the question does refer to 1832 and therefore may point to radical pressure and rioting to explain why the Whigs turned to reform in 1832. Some may argue that the Whigs believed they would benefit electorally from the enfranchising of the major industrial towns as the Tories were associated with farming interests. **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. the threat of revolution may be

put in the context of the fears generated by the French Revolution or the more recent overthrow of Charles X in France in 1830. The failure of Wellington to form a government may be used to show that all other avenues had already been explored. The Whigs had been in opposition since before 1815 and therefore they saw a major opportunity to break the Tory stronghold on power. **6-7**

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

“A triumph for the aristocracy.” Explain why you agree or disagree with this view of the Great Reform Act and its impact to 1841. **(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

From the sources the candidates can identify from Source B that the new seats were generally created in areas which were not dominated by the traditional aristocracy based upon landed wealth. This could be supported by using Source A to show that reform was a radical objective and that the radicals were bitterly opposed to the aristocracy represented by the Duke of Wellington. Source C provides material for a counter-argument that 1832 represented a skilful compromise on the part of the aristocracy to incorporate the upper

middle class into the governing class whilst retaining real power in their own hands. Stronger responses may challenge Peel and Gladstone as choices because of their origins, since they did not share all the assumptions of the landed aristocracy, whilst other strong candidates will point to their assimilation into the aristocracy as confirming Evans's view. Candidates may argue that Lord Grey and the Whigs used the Reform Bill to ensure they took power at the expense of the Tories so it was really a movement of power within the aristocracy. The last part of Source C gives candidates an opportunity to argue that the aristocracy retained enormous power and influence. Level 5 responses will engage the debate fully and reach a judgement on the degree to which the aristocracy retained power after 1832. Examples of Whig reforms are valid if linked to the question.

## Question 2

- (a) Comment on "civil disabilities on Roman Catholics" in the context of Britain 1815-1829. (3 marks)

*Target: AO1.1*

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that Roman Catholics were barred from membership of the House of Commons. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that Roman Catholics had been excluded from politics since the "Glorious" Revolution of 1688 and by various Test Acts. The reference in the question to 1829 will probably encourage candidates to make it clear that some disabilities were then removed. **2-3**

- (b) Explain why in 1829 Peel felt it was necessary to grant Catholic emancipation. (7 marks)

*Target: AO1.1, AO2*

L1: Demonstrates implicit understanding of the issue, e.g. that Peel felt he could not govern Ireland if he didn't grant it, or makes vague references to Daniel O'Connell. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the crisis caused by O'Connell being returned again and the danger that refusal would simply lead to widespread revolt. The granting of emancipation would help to detach the middle class Irish from the more radical peasantry and therefore make it easier to restore order. Candidates may also refer to Catholic emancipation having been blocked by George III whereas now George IV was on the throne. **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. is able to provide an

overview of Peel's decision. This could take the approach that the situation in Ireland only brought to a head a decision which Peel had come to see as inevitable. **6-7**

- (c) Explain the importance of Catholic emancipation, in relation to other factors, in explaining the disintegration of the Tory Party, 1827-1830. **(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**

This question brings together the various issues which ultimately lead to the collapse of the Tory government in 1830. Candidates are likely to focus on the divisions which arose over the possibility of Reform and the suspicions engendered by Peel's *volte-face* over Catholic emancipation. The end of Liverpool's long tenure of office and the weakness of Goderich are also likely to be cited as leading to the Tory's demise. The death of Huskisson in the first fatal train accident also denuded the ministry of talent. The difficulties Wellington faced in forging a united Tory party are also relevant.

**Question 3**

- (a) Comment on “balance of power” in the context of British foreign policy 1815-1830.  
(3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. that it meant stopping any one European power becoming too dominant. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that in this period Britain had established Prussia in the Rhineland to keep watch on France or that Britain did not wish to see Russian influence increase. **2-3**

- (b) Explain why Britain’s relations with France were often strained in the period 1815-1830.  
(7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates implicit understanding of the issue; e.g. that the British government continued to fear a return to Bonapartism. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. explains that trade was an issue; the suppression of the slave trade as well as the reluctance of Louis XVIII and Charles X to accept the growth of nationalist movements in Portugal and Greece. **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. that the French and British had been rivals, both commercially and militarily, for over 150 years and that therefore the conference at Vienna was unlikely to create unity immediately. Napoleon’s death, whilst welcome to Louis XVIII, fanned anti-British feeling in France. **6-7**

- (c) Explain the importance of trade, in relation to other factors, in shaping British foreign policy between 1815 and 1830.  
(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**

Answers may be brief and may only focus on the slave trade in general terms. Answers should attempt to look at both the importance of trade not only with Latin America but also with the United States. This can be contrasted with the “liberal” views which encouraged support for the liberation of countries from what was perceived to be oppressive rule, such as Greece and Portugal. There should be an attempt to consider the whole period and certainly some attention should be given to both Castlereagh and Canning. The significance of Castlereagh’s death may be explored with regard to changes which Canning made. The Reciprocal Duties Act of 1823 and changes to the Navigation Acts can legitimately be offered in evidence that trade was very important. The establishment of Prussia’s “Wacht am Rhien” at Vienna in 1815 can be interpreted both in terms of strategic concerns and a desire to maintain a clear route for British exports to reach the continent.

**Alternative Q: Britain 1815-1914****A2 Unit 5: Britain 1841-1914****Question 1**

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

How far do these two sources agree that Gladstone's reforms of 1868-1874 satisfied the Irish?  
(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**

At Level 1 candidates are likely to simply say that Source A shows failure and Source B is more positive. At Level 2 candidates will provide some own knowledge, such as the fact that disestablishing the Church of Ireland addressed a long standing grievance. At Level 3 candidates are likely to recognise that Source A says the government wished to improve the situation for poor peasants but found it difficult in practice, whereas Source B suggests the government were reluctant to take land away from the Church of Ireland. Own knowledge will relate to evidence on land reform and the fact that the anomalous situation of the church meant that its demise was seen as very limited as a concession and long overdue, yet it had shaken opinion in England.

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

“A complete failure.”

How accurate is this description of the British government’s response to problems in Ireland between 1848 and 1886? (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

Responses will merit a maximum of Level 3 if Gladstone only is considered. The relative peacefulness of Ireland in the 1850s and the early part of the 1860s may suggest to candidates that policy had not been entirely a failure. The rise of Isaac Butt’s moderate party of reformers contrasts strongly with the Young Ireland movement of Davitt and the Fenians that emerged in the 1860s to restart the physical force element in Irish nationalism. The repeal of the Corn Laws helped to ensure there was no repeat of the Famine, as did mass emigration to England and the United States. The Liberals remain the major party in Ireland and the Maynooth Grant (begun in 1845) seems to have had a calming effect. However, the growing pressure for land reform and disestablishment plus Butt’s demand for the restoration of a Dublin parliament show there were considerable tensions, which were fanned by the fate of the Fenians executed in Manchester.

Level 2 responses are likely to list measures rather than evaluate them, whilst Level 3 responses will recognise that the measures varied greatly in their effectiveness. Level 4

responses will deepen their analysis by recognising that “the Irish” are a diverse group, whilst Level 5 responses will probably look to contextualise the period within the ongoing framework of Anglo-Irish relations.

## Question 2

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

To what extent do these sources agree on the motives of the Conservative Party in opposing Home rule in 1886? (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

At Level 1 candidates will probably simply highlight the fact that both sources mention the empire. At Level 2 there is likely to be some recognition that Source B is more personally anti-Gladstone, which implies that there is a desire to achieve a benefit for the Conservatives. At Level 3 candidates will bring out the references to Hartington and Goschen and add own knowledge regarding the Liberal Unionists and their significance in the Tories gaining office. At Level 4 an overall conclusion may be offered, perhaps making some use of own knowledge to distinguish between the views of Churchill and Salisbury.

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

“Sacrificed to party politics.”

How valid is this view of the response of British governments to Ireland’s problems in the period 1880-1914? (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

Candidates may argue strongly for the proposition. They may start with Gladstone’s attempts to find an agreement with Parnell. They may develop this with (or start with) Gladstone’s attempt to seek Irish nationalist support by flying the “Hawarden Kite”. Some may argue that opposition to Home Rule ensured that the Conservatives would stay in office, whilst others may see this as principled. Certainly, the Liberal abandonment of Home Rule after Gladstone’s retirement is likely to be seen as simply a move to make them more electable, and their adoption of Home Rule in 1911 will certainly be seen in this light. However, Asquith’s pursuit of Home rule despite growing opposition may be seen as idealistic, but his manoeuvres in 1914 may be treated less charitably. Conservative opposition under Bonar Law can be seen as party political but his own bitterly anti-Catholic views mean that there is principle too. Counter arguments other than principle could include the argument that the government responded to developments in Irish nationalism. The Phoenix Park murders led

to repression and the moderation of Redmond led to negotiation. During the Home Rule crisis “Ireland’s problems” were presented in diametrically opposite terms which will lead to a variety of interpretations. Cynics may see Gladstone as looking to gain party advantage in 1886, whereas others may side with Jenkins in viewing him as a statesman.

Level 3 responses will have good, albeit uneven, chronological coverage whereas Level 2 answers are likely to be descriptive and perhaps only focus on part of the period, e.g. 1910-1914. Level 4 responses will be characterised by a balanced response which looks at both the Conservative and Liberal parties.

## Section B

Questions 3-12 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 3

“A great reforming ministry.”

How valid is this statement in relation to the political and financial policies of Peel’s Ministry, 1841-1846? (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

Peel’s policy of moving towards free trade through successive reductions in duties, culminating in the repeal of the Corn Laws, can be used by candidates as evidence of economic reform. His reintroduction of Income Tax was a major financial reform, which shaped government finance until 1981. The social reforms relating to factories and child labour may be used as evidence of the work of others, e.g. Shaftesbury. Peel’s decision to introduce the Maynooth Grant in 1845 was a major attempt to alter policy towards Ireland, even if some of his contemporaries saw it as another in an ever growing list of betrayals.

### Question 4

“A leap in the Dark.” (Disraeli)

How accurate is this assessment of the 1867 Reform Act in relation to the parliamentary system and the Conservative Party? (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

Some candidates will simply focus on supporting the assessment, by arguing that Disraeli was concentrating upon keeping the Tories in office by passing a reform bill which a majority in the Commons would accept. They will point to Disraeli’s ignorance of technical issues such as the impact of allowing the compounding of rates. Whilst it is reasonable to argue that Disraeli could not therefore predict the impact of his bill, it is also right to say that the Great Reform Act had subsequently seen Peel win a majority in the Commons, and that this time the Tories would not be seen as the opponents of reform and would therefore benefit. It can

also be said that the Tories were already a minority in the English boroughs, and so Disraeli had at least a reasonable chance of improving Tory fortunes, as was achieved in 1874.

### Question 5

“Free Trade, alone, explains the varying fortunes of Britain’s industry and agriculture.”

How valid is this view of the period 1846 to 1886? (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

Free Trade can be put forward as a major contributor to the Mid-Victorian boom. However, candidates are likely to differentiate between industry, which benefited from lower raw material costs, and agriculture, which benefited indirectly through the expansion of demand due to an increasing population and rising living standards. The agricultural depression which began in 1878-1879 can be blamed directly on free trade, in so far as import penetration rose due to technological advances and huge surpluses of US wheat being exported to Britain. The depression in British industry after 1880 varied according to sectors, e.g. growing competition limited Lancashire’s exports to West Africa, but the growth of manufacturing in colonies like Canada limited other exports too. The introduction of tariffs in the United States and by Germany in 1878 may be used to argue that Britain retained its free trade policies for too long. Some candidates may point to the willingness of investors to provide capital to overseas producers as undermining British industry in the long term.

### Question 6

“Successful but expensive.”

How accurate is this view of British foreign policy from 1868 to 1880? (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

Candidates may tackle the expensive side by borrowing from Gladstone’s scathing attack on Beaconsfieldism in his Midlothian Campaigns of 1879/1880. Certainly this description fits Disraeli’s series of small wars, e.g. the Ashanti War meant the Government went into deficit. However, some candidates may challenge this by saying that Gladstone’s foreign policy was less successful but his acceptance of US damage claims was equally expensive. Others may

argue that Disraeli's acquisition of the Suez Canal shares was a very sound investment; even Gladstone subsequently invested in them. The Zulu war proved to be successful in the end but was expensive. Some stronger candidates may argue that Disraeli backed the wrong power in Berlin, and should have followed Lord Derby's advice to reach agreement with Russia.

### Question 7

“Disraeli's greatest triumphs were achieved in foreign rather than domestic policy.”  
How valid is this assessment of Disraeli's ministry of 1874-1880? *(20 marks)*

### Indicative content

Disraeli's acquisition of the Suez Canal shares was a very sound investment; even Gladstone subsequently invested in them. The Zulu war proved to be successful in the end but was expensive. Some stronger candidates may argue that Disraeli backed the wrong power in Berlin and should have followed Lord Derby's advice to reach agreement with Russia. Most candidates will see the Congress of Berlin as a triumph in blocking Russian ambitions. Stronger candidates may suggest that Disraeli's success lay in the mantle of imperialism in which he wrapped the Tory party, and which was subsequently exploited so effectively by Salisbury. In domestic policy candidates are likely to refer to merchant shipping, licensing, reforms of the Master and Servant Act and the Artisans Dwellings Act. Views on the success of these measures are likely to vary, with some stronger candidates distinguishing between Disraeli's personal commitments to foreign policy whilst leaving much of the domestic policy to the Home Secretary, Cross.

### Question 8

“New Unionism rather than economic factors explains the rapid progress of trade unions in the years 1880-1914.”  
How valid is this view? *(20 marks)*

### Indicative content

In this period the candidates are likely to focus on the emergence of New Unionism and on the growing impact of frequent economic downturns. The rise of the more militant and industry-wide New Unionism which sought to unionise the semi-skilled and the unskilled (e.g. the Transport and General Workers Union) will be used to illustrate growth. The impact of the Taff Vale judgement in galvanising the unions into concerted political action and the subsequent Liberal reforms will also be discussed by candidates. The strikes by the Matchgirls and the Dockers are likely to be discussed. Cardinal Manning's role in seeking a fair settlement to the dock strike may be used as evidence of how growing social awareness was reflected in the success of the unions.

**Question 9**

“Weak leadership and unclear goals.”

How valid is this statement in relation to the domestic policies of Balfour’s ministry of 1902-1905? *(20 marks)*

**Indicative content**

As one of the cleverest but least effective Tory leaders it is easy to see this quotation fitting Balfour. Charmley entitles his chapter on Balfour as the “dog days”. Balfour fails to lead the Tories into a united position on tariffs and therefore he leads them to a resounding defeat in 1906. This can be seen as weak leadership, especially in his inability to control Joseph Chamberlain. However, it is equally possible to argue that the Tories had a clear goal in their desire to tackle Britain’s decline, but that the options were varied and had varying levels of support amongst Conservative Party local associations. Too many Tories were aware of the political risks associated with the “dear loaf” to be comfortable with tariffs, but the growing economic and military decline of Britain meant they were unwilling to simply accept the continuance of free trade.

**Question 10**

“The most significant impact of the parliamentary reforms of 1883-1885 was not the extension of the franchise but to make the Conservatives much stronger electorally.”

How valid is this view of the significance of parliamentary reform 1880-1914? *(20 marks)*

**Indicative content**

The support for the proposition comes from the impact of single-member constituencies in advancing Tory control of the counties and the small English boroughs, as well as in suburban seats in the cities. These changes give the Conservatives a stranglehold on England until 1906 when they are themselves divided and face an electoral pact between their opponents. It is possible to make a case that the changes also enable the Labour Party to emerge. However, the immediate drop in petitions to unseat MPs is a tribute to the Corrupt Practices Act of 1883. The extension of the provisions of the 1867 Act to the countryside considerably broadens the electorate.

**Question 11**

“Churchill and Lloyd George were as important as Lord Grey in committing Britain to a future continental conflict.”

How valid is this assessment of Lord Grey’s role in deciding British foreign policy in the period 1905-1914? *(20 marks)*

**Indicative content**

The proposition challenges the standard view that Grey’s secretive policy led Britain into commitments which made war unavoidable in 1914. Grey’s deception of most of the Cabinet prior to 1912 and of the House of Commons over the Entente with France will be used to

counter this view. However, Haldane's army reforms of 1908 were predicated upon the need to send an expeditionary force to the continent, and the whole Cabinet became aware of the overall plan during the Moroccan crisis of 1911/1912. The Cabinet collectively fought the Lords for the taxes which paid for the dreadnought building programme. It was also Asquith's skilful handling of the potential divisions in Cabinet that allowed the Liberals to declare war with only Burns and Morely resigning. Churchill's role at the Admiralty and Lloyd George's famous Mansion House speech marked their move towards the Liberal imperialists like Grey. Whereas Lloyd George had earlier taken a more radical stand on the Boer War he provided no lead for pacifists in 1914.

### Question 12

"The rise of the Labour Party was an inevitable result of the changing fortunes of the Liberal Party."

Assess this statement in the context of the origins and development of the Labour Party between 1893 and 1914. (20 marks)

### Indicative content

Stronger candidates will challenge "inevitable" and/or "changing fortunes", since the latter was more apparent to contemporaries than historians. Some will argue that the quotation should be reversed because there was not room for two radical parties, and therefore the rise of Labour inevitably led to the decline of the Liberals. The quotation ignores the extent to which the Labour Party was responsible for its own rise, since it was the product of a focused labour movement and the skill MacDonalld showed in negotiation with the Liberals. Bernstein's argument that the Liberal Party was itself fragmenting in this period does not lead inevitably to the rise of Labour, since the Conservatives too were seeking to harness working class support. The Conservatives defined themselves as the party of property, and it was this which can be said to have left room for Labour. Ironically, the liberals derived less benefit from their great victory of 1906 than Labour did, and after 1910 Labour received MP salaries as a reward for its support of the Liberal Party.

**Alternative Q: Britain 1815-1914****A2 Unit 6: Britain and the Scramble for Africa, 1880-1895****Question 1**

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

How valid is this view of the reasons for the expansion of British involvement in East Africa between 1880 and 1895? (10 marks)

*Target: AO1.1, AO2*

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

**Indicative content**

Less analytical answers may simply summarise the content of the extract, e.g. that the government reluctantly accepted the need to respond to German expansion in the region, happy to allow the whole area covered by the Anglo-German Agreement to be occupied. Better responses may refer to the “But by...” and the “without public expense” to indicate that the source does provide evidence of the limited role of government and the reference to MacKinnon may be explained. Candidates may use their own knowledge to suggest that the government had played an important role in supporting British trade. More effective answers will develop more carefully the implication that the source is very good evidence of the reluctance of the British government to get involved in East Africa by suggesting that it is only German pressure which forces Britain to respond. This may be supported by own knowledge regarding the Berlin Conference on West Africa, with its implications for East Africa. Responses at Level 4 are likely to be distinguished by sustained argument and the ability to recognise the seminal nature of Robinson and Gallagher’s work.

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

How useful is **Source B** in explaining the role of the British government in the expansion of British interests in Egypt between 1880 and 1895? (10 marks)

*Target: AO1.1, AO2*

- L1: Summarises the content of the extract in relation to the issue presented in the question. 1-2

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

### Indicative content

In less effective answers the candidate may simply identify the view in the source that Britain's interest in Egypt was strategic, possibly referring back to Disraeli's acquisition of the canal shares in 1875. To reach Level 2 the explanation will be more detailed, e.g. by referring to the bombardment of Alexandria (1882) when Britain's position was threatened, or to figures on the tonnage of shipping using the canal, or opposition to the French at Fashoda. More analytical answers will assess the situation more critically, for example being aware that there is an argument that shareholder pressure was a major influence on British policy – e.g. Gladstone had substantial shareholdings. Candidates may also refer to the outcry arising from the death of Gordon or the Fashoda Crisis as having made it difficult for successive governments to reduce their involvement in Egypt. Stronger answers will show explicit awareness of the wider context, for example the way in which countries such as Germany made Britain's position in Egypt a bargaining tool elsewhere in Africa, making it difficult to surrender as a heavy price was paid. There may also be explicit recognition that British motives changed during the period.

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

“Crucial decisions about British policy in Africa were taken in London.”

How valid is this view in explaining British expansion in Africa between 1880 and 1895? *(20 marks)*

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

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**
- 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 the 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 C makes the case that all the important decisions were made in London; the list of politicians should encourage breadth in the responses. However, the debate over Britain's part in the scramble for Africa ranges far more widely and candidates should mention other theories. They may want to discuss trade, for example the desire to control trade through Suez or the pressure from Manchester and Liverpool, as well as Birmingham, in support of Goldie in West Africa. Source B argues for a strategic and therefore Metropolitan/London-centred view of expansion, whilst Source A suggests that, prior to 1887, government involvement in East Africa had been limited which suggests other motives at work. From their own knowledge, candidates are likely to introduce further information on the "men on the ground", such as Rhodes, or to provide further arguments for trade such as East African coffee. The involvement of the other European powers may be used to bolster the Metropolitan view. More sophisticated responses may relate the evidence to conceptual areas such as the role of the City of London in supporting overseas investment at the expense of domestic capital formation. Candidates may also refer to humanitarian and religious motives in supporting the extension of British rule, as well as the actions of individuals such as General Gordon.