



General Certificate of Education

History 5041/6041

Alternative Q Britain, 1815–1914

Mark Scheme

2006 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.

CRITERIA FOR MARKING GCE HISTORY:

AS and A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

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

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

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

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

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

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

Exemplification/Guidance

Answers at this level will

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

Level 2:

Either

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

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

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

Or responses will have the following characteristics: they will

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

Level 3:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 4:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 5:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

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

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

Explain briefly the meaning of ‘the Corn Laws’ (line 8) in the context of Britain in the years 1815 to 1841. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. their impact on bread prices/poor. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. their symbolism during the period or the changing nature of the Corn Laws, e.g. reforms in 1828. **2-3**

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

Explain how useful **Source B** is as evidence about the reasons for Liverpool’s domestic policy in the years 1815 to 1820. (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. Lord Liverpool was the Prime Minister. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. Liverpool points to both industrial development (linked to own knowledge, e.g. Luddites) and the French Revolution. **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. that Liverpool is at the heart of government but that the reference to the French Revolution betrays the huge insecurity felt by the governing class. **6-7**
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- (c) Use **Sources A, B and C** and your own knowledge.

‘The main cause of social discontent in the years 1815 to 1820 was repressive government.’

Explain why you agree or disagree with this view. (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 *either* on own knowledge *or* the sources. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.
- Or***
Demonstrates, by limited selection of material, *both* from the sources *and* 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

The candidates can identify from Source A that the Corn Laws were the cause of higher bread prices whilst Source B focuses on the long term impact of both the Industrial and French Revolution. Source C focuses upon the errors of the magistrates but hints at the class prejudice of yeomanry. The best answers will challenge the sources both with alternative explanations and seek to rank them in importance as well as providing other examples such as the Six Acts. Source A puts the abolition of income tax as a policy in opposition to ministers, an element which may be developed by the most able. The best responses will explain both the short-term causes of discontent, such as unemployment, and the wider context, e.g. the impact of mechanisation.

Question 2

- (a) Comment on ‘the Lords’ rejection of reform’ in the context of Parliament in the years 1831 to 1832. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that the Lords caused a crisis in May 1832 by rejecting reform. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. reference to the Tories losing their majority in the Commons and the ultimate triumph of the Whigs in the Lords under the threat of a mass creation. **2-3**

- (b) Explain the reasons why riots and violence occurred in the years 1830 to 1832. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. the Swing Riots due to poor harvests. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. focusing on the wider violence in which agrarian discontent merged with wider political agitation and the conversion of the Whigs to the cause of reform. **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 public agitation reflected both middle class demands for political recognition and working class discontent. **6-7**

- (c) Explain the importance of disappointment with the 1832 Reform Act, in relation to other factors, in explaining the development of Chartism in the years up 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. **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 growth of Chartism. Whilst undoubtedly there was a sense of betrayal amongst the working classes the growth in working class consciousness and the religious fervour brought by many to their sense of injustice will be offered as alternative explanations. The growth of Chartism is likely to be linked to economic problems and the fury aroused by the New Poor Law. Wider issues such as economic decline, e.g. Nottingham, and Primitive Methodism will explain why support was uneven though this is likely to be a feature of stronger responses.

Question 3

- (a) Comment on ‘interference in Spain’ in the context of British foreign policy c1822. **(3 marks)**

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. Britain did not want French troops in Spain. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that Britain saw this as an attempt to revive the Holy Alliance and wished to avoid any threat to the European balance of power. **2-3**

- (b) Explain why Latin America was an area of importance for Britain in the years 1822 to 1827. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. strong trade links. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. that if Spain regained her colonies British trade would be affected and if France controlled Spain then this would upset the European balance. **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 U.S. concerns about European involvement (Monroe Doctrine) enabled Canning to present the situation as a triumph for Britain – “Spain but without the Indies”. **6-7**

- (c) Explain the importance of maintaining the balance of power in Europe, in relation to other factors, in influencing British foreign policy in the years 1815 to 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**
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Indicative content

The “balance of power” is one of the key objectives of British foreign policy throughout the period 1815-1830. Castlereagh’s use of the Congress System from Vienna onwards can be used to support the quotation e.g. support for a compromise peace with France giving Prussia the ‘watch on the Rhine’. The balance of power is evident in Canning’s attempt to limit French gains via Spain and Russian gains at the expense of the Ottoman Empire. The importance of peace, trade and naval supremacy are likely to be put forward as alternative themes of foreign policy.

Alternative Q: Britain 1815–1914

A2 Unit 5: Britain, 1841–1914

Question 1

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

To what extent do these two sources agree on the nature of Chartist aims? (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

Rubenstein is clear in his view that the unrealistic aims reduced Chartism's effectiveness in appealing to the working class. Thompson is also very clear that the aims were unrealistic but sees these ideals as having contributed to the zeal of the Chartists as well as their failure. Thompson's description of the ideals such as the Chartist Land Plan helps to confirm the view that the ideals were unrealistic and bore little relevance to the bulk of the working class in the cities who had migrated from the countryside in search of better conditions.

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

‘Chartism failed because the government stood firm.’

How accurate is this view of the reasons for the failure of Chartism after 1841?

(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

In Source A Rubenstein provides a list of possible factors which makes the question accessible but the list is not supported by evidence so there is plenty of room for own knowledge in the form of examples. Ultimately the response has to offer a balanced argument around the response of the government which provides a different focus to previous years so pre-prepared all-purpose answers will be limited in their effectiveness. The summary of the Chartist ideal provided by Thompson, in Source B, of a network of small producers can be seen to be at variance with the sort of economy being created during the industrial revolution and therefore to have been opposed not only by some of the unskilled working class but also by the middle class who were witnessing a significant expansion in service-sector jobs and the professions. This is echoed in Source A as well as familiar themes such as the negative impact upon middle-class opinion of “physical force” Chartism. The strong government action at Newport etc. and the refusal of parliament to support the Charter will provide some of the evidence in favour of the proposition as does Source C.

Question 2

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

To what extent do these two sources agree on the competence of Balfour’s leadership of the Conservative Party between 1902 and 1905? (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

Both sources agree that Balfour has his weaknesses and both sources mention alternative explanations but Greene states that there is a consensus that Balfour is weak and then argues against this. Source A offers an example of a Balfour success but as this is not on the central issue of tariff reform it seems relatively insignificant. In Source A, a key criticism comes in at the end in arguing that Balfour does not command enough respect from the rest of the Cabinet which is echoed in Greene's summary of the current consensus.

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

‘The Liberals did not win the General Election of 1906; the conservatives lost it because they were divided.’

How valid is this view of the reasons for the Conservative defeat at the 1906 General Election? *(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**
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- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This question should enable candidates to provide a structured response around the twin arguments as to whether the election of 1906 turned upon Tory errors, including Balfour's weak leadership, or upon the success of the Liberals in uniting in opposition to key Conservative policies. The sources provide evidence with regard to the shortcomings of the Tories and the key area of Balfour's leadership. Greene's overall view is that the issue of tariff reform was bound to split the Tories and that it was not Balfour's fault that it surfaced under his leadership. Candidates may use Chamberlain's decision to force the issue of Tariff Reform as a key Tory error or to refer to Campbell-Bannerman's success in uniting Liberal imperialists and pacifists in opposition to the 1902 Education Act and tariffs. Other issues such as 'Chinese slavery' and the Boer War etc. may be deployed to support either view.

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

‘Peel was a great Prime Minister but a poor leader of the Conservative party.’
How valid is this view of Peel’s ministry of 1841 to 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

The question deals with both Peel’s successes and failures. Peel prided himself on always carrying a measure he introduced through the House to the statute book. However, he and his senior colleagues (the men of business) became increasingly estranged from the backbenchers who were to find such eloquent leadership in Disraeli in 1846. The widespread mourning of Peel in 1850 suggests he was successful in rising above party to be remembered as a statesman. The Maynooth Grant and the repealing of the Corn Laws can be seen as measures which were not conservative or, with hindsight, a move which would have put the Conservative Party at the centre of British politics for thirty years. Peel defeated the radical challenge of Chartism which ensured the preservation of a conservative hierarchical society.

Question 4

‘The domestic policies of Disraeli’s ministry were more successful than his foreign policy in the years 1874 to 1880.’

How valid is 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

Candidates are likely to appreciate that the quotation contains some truth but they should challenge it. Much of Disraeli’s legislation was permissive but the reforms of health, housing and trade union law were remarkable for a Conservative government and support a “One Nation” theme. It also showed great range in tackling the unions, housing, health and safety. His foreign policy has its strengths at Berlin but also its weaknesses such as the poor control of subordinates in the Empire but some will argue that Disraeli’s defeat in 1880 owed more to economic depression than to his record in office.

Question 5

How valid is the view that the ‘Mid-Victorian Boom’ was caused more by cheap labour than by free trade? (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

Britain’s success was based upon a low-wage economy and therefore British industry was slow to mechanise since the relative cost of capital investment was higher. The commitment to Free Trade kept the pressure for higher wages in check. Stronger candidates will link Free Trade to low wages and argue that low wages prolonged the comparative advantage which Britain enjoyed as the first industrial nation. Other factors which may be cited to challenge the basic premise are the growing transport infrastructure and the stability of Britain during a period of instability in Europe. The argument for Free Trade being the key to change is likely to focus around the reduction in tariffs during Peel’s ministry (orchestrated by Gladstone). Stronger responses may point to the fact that the boom only lasted until other countries caught up, e.g. the Germans were a major export market for steam locomotives but began producing their own in 1848 and met 95% of their own needs by 1875.

Question 6

To what extent did the Conservatives gain more electoral support from the 1867 Reform Act than from the parliamentary reforms of 1883 to 1885? (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

Since both bouts of parliamentary reform are required, candidates only dealing with one should be restricted to the top of Level 2 depending upon the overall quality. Candidates are likely to offer mixed views on the 1867 Act which initially favoured the Liberals through the extension of the urban franchise but which saw the creation of more county seats which saw the Conservatives win their first election in 33 years in 1874. Although Dilke and other radicals believed the 1884 Act would benefit them the rural electorate remained staunchly Tory and the issue of Home Rule proved costly in urban areas such as Birmingham, which meant the Tories became the dominant party.

Question 7

‘Gladstone decided to support Home Rule in 1885 not because he believed in it but in order to secure his power in Westminster.’
How valid is 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

This question looks at the mixed evidence for the motives of Gladstone in deciding to support Home Rule and puts it in the context of his earlier policies. Some candidates will see Gladstone as having been sympathetic to Ireland since 1869 and therefore Home Rule as a logical extension of his policies rather than his failure. Others will argue that the strength of Parnell and the Home Rule party by 1885 showed Gladstone’s earlier policies had failed to stem the desire for national expression and therefore his earlier religious and land reforms had failed. Some may argue that Gladstone’s decision to support Home Rule was simply a cynical political manoeuvre. Some candidates may refer to Gladstone’s belief that a bi-partisan approach might be possible and/or to Salisbury’s political manoeuvres.

Question 8

‘The parliamentary reforms of 1883 to 1885 were the cause of both Liberal decline and Conservative dominance in the years 1885 to 1905.’

How valid is 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

This essay sets reform in the context of other political developments. The 1885 Redistribution Act created single-member constituencies which favoured the Conservatives as the Liberals were increasingly under pressure from Labour for working class votes. The act also had the effect of increasing Tory majorities in the shires. Some candidates may argue that the act had a huge impact in Ireland because the extension of the electorate there led to the creation of a largely HR dominated Ireland at the expense of previously Liberal seats. The counter-argument lies in the way in which the Conservatives exploited Home Rule and the Boer war to win successive elections between 1885–1905 with the brief interlude of the Gladstone/Rosebery ministry.

Question 9

‘Events in Ireland were more of an obstacle to Home Rule than events in England.’?

To what extent is this view an accurate assessment of why Asquith failed to pass a Home Rule Bill before August 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

This is a synoptic essay so candidates must deal with events in both countries. Events in Ireland would include the mobilisation of Unionist opinion (UVF) and of the nationalist response (ICA) with special reference to gun-running (both sides) and ‘Covenant Day’ in Belfast. Events in England should include Bonar Law’s speech at Blenheim and the failure of the Windsor Conference. Some may refer to Asquith’s own lack of enthusiasm as well as the problems he faced, such as the Suffragettes, which made it harder to focus on Ireland.

Question 10

To what extent was the Constitutional Crisis of 1910–1911 the result of fears over the future of Ireland and the Empire rather than of class-based conflict? (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

This question tests understanding of the reasons for the constitutional crisis of 1910–1911. Some contemporaries such as Bonar Law and Carson could see clearly that Home Rule would follow if the Parliament Act were to become law. Although this can be seen as concern about Ireland and the Empire it had very clear roots in local issues. Chamberlain's followers had broken with the Liberal Party over Home Rule and so they would definitely believe the Empire was in danger. However, Edward VII had been very unhappy at Lloyd George's intemperate attacks upon the wealthy and the House of Lords which suggested a more class-based nature to the conflict. The budget which the Parliament crisis grew out of contained large tax increases for the most wealthy and the provision of not only extra battleships but also costly social programmes. Some may argue that Lloyd George had to focus on social justice because a fair deal for Catholic Ireland was not inherently popular with the strong non-conformists element in the Liberal party and nor were his proposals for increased armament spending.

Question 11

'The Anglo-Japanese Alliance of 1902 was a more significant change than the Anglo-Russian Agreements of 1907 in the conduct of British foreign policy.'

How valid is this view of British foreign policy in the years c1900 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 proposition does not follow the view put forward by Charmely that it was the arrival of Lord Grey at the Foreign Office that was the fundamental turning pointing in British foreign policy because Grey allowed the discussion to go beyond the terms set by Lansdowne. However, candidates need to consider whether the decision to sign the Anglo-Japanese Treaty in 1902 was not in fact the first major step in the re-orientation of British foreign policy and therefore the more revolutionary step. The treaty with Japan allowed the British to

concentrate more of their navy in home waters to counter the threat from Germany. The subsequent naval talks with France can be seen as simply building upon this policy through the division of responsibilities in the Mediterranean. Charmley sees the treaty with Russia in 1907 as a result of Grey's continued focus on Germany as the real enemy. Lord Salisbury felt Landsdowne had made a fundamental shift in entering into the entente with France, however, under Salisbury relations with Russia had always remained strained so Grey's decision to protect the Empire in this way was a real innovation in policy.

Question 12

Which was the more important cause of the rise of the Labour Party, the Taff Vale Judgement or the electoral pact with the Liberals?
Explain your answer with reference to the years 1893 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 Taff Vale judgement was a major factor in harnessing trade union activism in support of a party dedicated to furthering the interests of working people as represented by the trade unions. The subsequent failure of the Liberal government to act on this issue drove a further wedge between organised labour and the Liberal Party. The pact between the Labour and Liberal parties was a key factor in the sudden rise in representation for Labour in 1906. Stronger candidates will recognise that the financial support from the unions was a major factor in the threat posed by labour after Taff Vale and therefore encouraged the Liberals to make a pact with Labour (the Liberals themselves found cash hard to raise especially to contest safe Tory seats in the south east and therefore felt the need to avoid costly battles against Labour in marginal seats). Some candidates may add to their arguments by challenging the question and suggesting that the most important factor in Labour's rise was the impact of impersonal forces i.e. industrialisation.

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.

Assess the validity of the view in **Source A** about the importance of commercial investment in influencing British policy in South Africa in the years 1880 to 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

This is the metropolitan based view of the City of London causing the “Scramble for Africa” as summarised by Cain and Hopkins under the term “Gentlemanly Capitalism”. They would also point to the involvement of Chamberlain in supporting the abortive Jameson raid. The rejection of peripheral forces is a direct rebuttal of Robinson and Gallagher’s view of expansion in Africa. The figures on investment would be interpreted by Marxist historians as evidence of capitalist competition. The key figure who is not even mentioned is Cecil Rhodes who represents the core of the evidence in favour of the “Man on the Spot”.

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

How useful is **Source B** as evidence about the motives for the expansion of British interests in West Africa in the years 1880 to 1885?

(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 wanted to protect British investments. To reach Level 2 the explanation will be more detailed, e.g. by referring to the fact that Derby holds a key office and that the other ministers present had a strong interest in colonial affairs. The source only makes passing reference to the pressure from local merchants such as Goldie who had expanded British involvement in West African trade. The source also makes no mention of Anglo-French disagreements over Egypt which had encouraged France to expand elsewhere in Africa. The role of the Belgian King Leopold is also not discussed. The source does provide evidence to support Robinson and Gallagher's view of expansion being due to pressure on the periphery as well as evidence of reluctant imperialism.

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

‘British expansion had little to do with economic interests; it was merely the extension into Africa of international rivalries in Europe.’

How valid is this view in explaining British expansion in Africa between 1883 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 D makes the case that the whole European “Scramble for Africa” was a function of the European Great Powers playing diplomacy in the safer arena of Africa. Further evidence can be drawn from Source B which focuses on Anglo-French rivalry and this can be added to by own knowledge on Egypt, the Fashoda Crisis and the role of French politicians such as Ferry. Source C is the classic Marxist critique of Imperialism as a scramble for economic resources driven by the export of capital. Source A focuses upon a further theory “gentlemanly capitalism” put forward by Cain and Hopkins. Own knowledge will be deployed either from East Africa (not covered in questions (a) or (b)) or from knowledge of the wider historiographical debate regarding British imperialism supported by examples such as reaction to Boer links to Germany or the trade missions of Peters. For Level 4 the references to historiography must be explicit.