



General Certificate in Education

A2 History 6041

Alternative Q Unit 5

Mark Scheme

2008 examination – June series

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

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

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CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

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

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

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

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

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

B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

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

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

C: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

So, is the response:

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

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

June 2008

Alternative 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 Gladstone's personal support for reform?
(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

The sources both suggest that Gladstone was a reluctant convert to some of the major reforms for which his ministry is remembered. The sources suggest that Gladstone was even more reluctant to support the introduction of the secret ballot and that it was only a private members bill that pushed him off the fence. Own knowledge regarding Gladstone's strong religious beliefs as a High Anglican strongly opposed to Catholicism may be introduced in relation to the Test acts. Gladstone's reluctance over the ballot act may be contrasted with his famous reference to every man coming within the pale of the constitution in reply to Baines's motion in 1864.

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

‘A great reforming Ministry.’

Consider the extent to which this is a more accurate description of the Disraeli Ministry of 1874 to 1880 rather than of the Gladstone Ministry of 1868 to 1874. (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

Sources A and B offer some references to major legislative reforms by Gladstone regarding the Test acts, the ballot and Open Competition for the civil service whilst Source C offers a list of key measures offered by Disraeli in 1875. The list in Source C needs developing, e.g. with the Merchant Shipping Act and the Judicature Act as well as analysis as to whether the acts listed were effective. The legislation on the trade unions is likely to be used to make a comparison with Gladstone’s ministry as Disraeli was amending the provisions missing in Gladstonian legislation mentioned in Source A. The question refers to the Ministry so lengthy reference to Cross’s role under Disraeli or Cardwell’s under Gladstone need to be in addition to the analysis above.

Question 2

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

To what extent do these two sources agree on the importance of Balfour's decision to resign in 1905 in damaging the Conservatives at the General Election in 1906?

(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

The sources both see the resignation as a serious problem for the Conservatives but Searle sees it as a characteristically clever move by Balfour whereas Grey sees it as a sign of weakness and failure. The differences in the sources may be developed by pointing to Searle's suggestion that the divisions in the Liberal party would have been exposed but for Asquith and Grey accepting office. Some own knowledge may be offered regarding Grey being a Liberal imperialist whilst others may use the provenance of Source B to suggest that Grey was unlikely to point to his own failings.

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

'Chamberlain lost it, Campbell-Bannerman won it.'

How valid is this view of the reasons for the result of the General Election of 1906?

(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This question should enable candidates to provide a structured response around the arguments regarding the reasons for the Liberal landslide of 1906. The reference to Chamberlain in Source B highlights the importance of his Tariff Reform campaign and own knowledge can be added to explain why this issue proved to be such a vote loser for the Conservatives. The references to Balfour in Sources A and B provide a start to countering the view that it was all Chamberlain's fault by suggesting Balfour was a weak leader. Sources A and C mention Campbell-Bannerman though Source C makes a stronger case for his importance. Own knowledge can be added regarding his role in unifying the Liberal Party and on the divisions within the party over issues such as Home Rule and the Boer War. Stronger candidates will point to a wider range of issues such as education and Chinese slavery which united the Liberals whilst weakening the Conservatives long before they were defeated at the polls due to other factors such as the Lib-Lab Pact.

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.'

'Its only significant act was the repeal of the Corn Laws.'

Which of these views of Peel's ministry of 1841–1846 is the more valid?

Explain your answer.

(20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

The question focuses on Peel's successes. Peel's tariff reforms are generally held to have laid the foundations for mid-Victorian prosperity and therefore Gladstone's work as Vice-President of the Board of Trade can be counted as one of the ministry's greatest achievements. The principle of Free Trade, which was enshrined in the repeal of the Corn Laws, became the dominant maxim for nearly a hundred years. Candidates are likely to point to the boom in trade and reduction in unemployment reflected in the failure of Chartism. However, candidates may point to the Budget of 1841 or the 1844 Companies Act or his ability to defuse unrest in Ireland to counter the view put forward in the second quotation. Other arguments may point to the fact that the political impact of repealing the Corn Laws had a massive impact on British politics.

Question 4

'Chartism failed because it was divided, not because of economic recovery.'

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

Those who see Chartism as a Knife and Fork movement will support the second part of the quotation whilst those who see it as a confused and disparate movement will support the overall view expressed in the proposition. The economic reforms introduced by Peel led to an economic recovery which is paralleled by a decline in agitation by Chartists which fails to successfully resurrect itself even in the emblematic year of 1848. However, some will argue that the key to the failure of Chartism lay in the divisions which separated the moral force Chartists from the physical force Chartists which eventually led to a loss of middle-class support which would have been vital in influencing parliament. Stronger candidates may take the view that other factors such as the role of the government in countering Chartism was vital, or that the six points of the Charter were so unrealistic as to be unobtainable.

Question 5

Explain why a Reform Act was passed by a Conservative government in 1867 rather than by a Liberal government in 1866. (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 requires candidates to look at both parts so it is important to consider why a section of liberals, the Adullamites, opposed reform as well as why Disraeli was able to persuade his party which had voted against the Liberal reform bill to support his more radical one. The impact of extra-parliamentary pressure is likely. There is also likely to be some discussion of the degree to which it is an example of Disraeli putting party political advantage ahead of principle. Others may argue that the Tories did not understand the technical details of the 1867 bill and that the rebel liberals of 1866 would never have anticipated Disraeli's ability to persuade Lord Derby to let the Conservatives pass a reform bill.

Question 6

'Both the mid-Victorian Boom and the Great Depression after 1873 were caused by Britain being the first industrialised nation.'

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 refers to the broader economic trends which meant that Britain at the time enjoyed a comparative economic advantage to major potential rivals by the continuing political instability of France, the absence of a united Germany and the outbreak of the American Civil War in 1861. The creation of a united Germany in 1871 and the ending of the Civil War in the United States may be used to exonerate Disraeli but his belated commitment to Free Trade in 1872 may be seen as hamstringing his policies in office at a time when Bismarck was responding to a similar economic crisis by introducing tariffs in 1878 leading to a further decline in markets for British exports. The continuation of the Depression after the 1870s may be related to the second industrial revolution in which other countries such as Germany and the United States enjoyed a competitive advantage over Britain. Peel may be said to have created the mid-Victorian Boom due to his repeal of the Corn Laws and his tariff reductions of 1841–1846. The importance of the Bank Charter Act, Companies Act and Railway Act are likely to feature as supporting evidence for the proposition. The Depression can also be linked to the delay in education reforms or the British class system.

Question 7

‘Both Liberal and Conservative governments failed to respond to the real needs of Ireland in the years 1868 to 1886.’

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 limitations of both the major political parties. The evidence that Ireland’s needs were neglected can be argued to lie in the rural unrest which still existed at the end of this period and the failure to acknowledge the Irish demand for self government as represented by the presence of 85 Irish Nationalist MPs at Westminster. However, it may be argued that the Liberals had tried to address the needs of Ireland by passing the Disestablishment Act in 1869 and the Land Acts of 1870 and 1881. Disraeli is likely to be seen as an example of a Prime Minister who simply ignored Ireland despite the rising violence of the Land War. The failure of the Liberals to adopt plans for economic stimulus for Ireland in 1873 may also be adduced.

Question 8

‘The Irish Question did more to damage the Liberal Party than it did to help the Conservative Party.’

How valid is this view of the impact of the Irish Question on British politics in the years 1880 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

Between 1880 and 1885 Gladstone’s policies in Ireland were attacked by the Conservatives as weak especially as the government decided to release Parnell under the so-called Kilmainham Treaty. Gladstone’s decision to announce his support for Home Rule in 1885 led to the break-up of the Liberal Party in 1886 and helped to keep them out of office until the issue of tariff reform gave the Liberals an issue to unite around. It can also be argued that the divisions within the Liberal Party over Home Rule helped to push them into war in 1914, a decision from which they never recovered. However, Chamberlain’s block of support for the Conservatives was vital in guaranteeing them a working majority in elections. Also Chamberlain’s defection ultimately led to the Conservative defeat in 1906. The Conservatives also benefited from the way in which Ireland as an issue could be used to divert voter’s minds away from the desire for social reform.

Question 9

'The greatest achievement of the Liberal governments of 1906–1914 was not social reform but the limitations placed upon the powers of the House of Lords.'

How valid is this view? (20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

The social reforms of the Liberal Government such as the National Insurance Act, pensions, school meals and child protection as well as salaries for MPs offer a very good counter claim to the proposition. However, the passing of the Parliament Act in 1911 opened the way for many more reforms and marked a fundamental step towards democracy.

Question 10

'The rise of the Labour Party, rather than the decline of the Liberal Party, was the most important political change in the years 1880 to 1914.'

How valid is this view? (20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

Whilst candidates will agree that Labour grew and the Liberals were in decline they may differ on the relative significance or may argue that it is the relationship between these two trends which suggests which is the more important. The replacement of one party by another leaves the party system unchanged but the replacement of the Liberals by Labour marks a major step towards the class-based politics which will dominate the twentieth century. Some candidates may challenge whether the Liberal Party is in decline especially as it wins in 1906 and twice in 1910 and it is by no means clear whether they would have lost a peacetime election in 1915.

Question 11

'The year 1905 marked a key turning point in British foreign policy.'
How valid is the view that British foreign policy under Lord Grey was radically different from the policy followed by Lord Lansdowne? (20 marks)

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

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The proposition follows the view put forward by Charmley that it was the arrival of Lord Grey at the Foreign Office that was the fundamental turning point in British foreign policy because Grey allowed the discussions with France 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 on their navy in Home waters to counter the threat from Germany. The subsequent naval talks with France, supported by the Conservative Foreign Secretary, Lord Lansdowne, 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 and this is supported by the famous memorandum of Sir Eyre Crowe. Lord Salisbury felt Lansdowne had made a fundamental shift in policy by 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 and put Britain on a collision course with Germany.

Question 12

'The suffragettes did more to damage the status of women than to improve it.'
How valid is this view with reference to the years 1903 to 1914? (20 marks)

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

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The refusal of the parliamentary franchise to women is a key point in supporting the proposition that the suffragettes failed to achieve any improvement for women. They can then argue that the actions of the WSPU drove moderate supporters away and alienated the significant minority in the cabinet who were in favour of votes for women. The vitriolic attacks on the suffrage movement and the passing of the Cat and Mouse Act drove moderates away from active participation. However, it is undeniable that the tactics of the WSPU forced votes for women up the political agenda.