



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

History

Alternative Q

Units 2, 5 and 6

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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 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 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 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 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.

Explain briefly the meaning of “Congress of Vienna” in the context of Castlereagh’s foreign policy from 1815 to 1822. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. the Congress brought to an end the Napoleonic Wars or Britain gained territory as a result or that congresses were a key part of ensuring peace in Europe. 1

- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the significance of Congress in creating balance of power and Congress System. Also confirmed Britain as Great Power with world empire. Britain’s key role in defeating Napoleon was reflected in the status accorded to it at Vienna. Candidates may also refer to the role of congresses in maintaining the balance of power. 2-3

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

How useful is Source B as evidence of the aims of Castlereagh’s foreign policy between 1815 and 1822? (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, AO1.2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance. It is a statement of intent by the key monarchs of Europe. Castlereagh shared the desire for peace but the statement was essentially a compromise. 1-2

- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance. Only deals with conservative aims- shows not always shared by Britain. Other countries remained continental powers whereas Britain was essentially a commercial power. 3-5

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context. Will use the actual work of the Congresses to show whether this really led to greater co-operation. Candidates may describe “common interests” as a formula which hid the fact that these were limited in practice. **6-7**

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

“Castlereagh’s foreign policy, between 1815 and 1822, was more successful than Canning’s foreign policy of 1822 to 1827.”

Explain why you agree or disagree with this statement. *(15 marks)*

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time/and or place, based 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* own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* 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* own knowledge, explicit understanding of the demands 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

To support the idea of success, candidates could mention creation of balance of power; the working of Congress System to 1818; policy towards USA. Castlereagh's success in ensuring a peaceful Europe Powers to create Prussia as a counterweight to France on the Rhine. Against the statement candidates could mention distance from Eastern Powers from 1820 following Troppau Protocol and State Paper of May 1820.

For Canning, Britain's withdrawal from 'The Congress System' and the impact this had on European international affairs; Canning's support for the Greek rebels from 1823 to 1827 which resulted in St Petersburg Protocol and Treaty of London of 1827. Latter led to military intervention at Navarino. Candidates could also mention Canning's policy towards Spain and Portugal's former colonies in Latin America and his intervention in Portugal in aid of the liberal Queen. The creation of nation states in Greece and South America were significant achievements.

Question 2

- (a) Explain the term "the landed interest" in the context of Britain between 1815 and 1814. (3 marks)

Target: AO1.1, AO2

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. it meant the rich, landowning classes who dominated parliament and were the prime movers of the Corn Laws. 1
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. it meant the rich landowners who dominated parliament and government. They ensured laws were passed that benefited their own economic interests such as the Corn Laws of 1815 and were the natural base of support for the Tory party and opponents of social radicalism. Some candidates may point to the way in which "the landed interest" provided the leadership of both Whigs and Tories, others may refer to game laws and "class legislation". 2-3

- (b) Explain why Lord Liverpool's government faced domestic problems between 1815 and 1820. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements. Answers likely to be descriptive of the poor state of the economy/unemployment. May link the unrest to the French revolution in a very general way. 1-2

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. socio-economic impact of end of wars, Corn Laws, demands for reform etc. by giving specific examples of linkage, e.g. unemployed rioting against new machines. The demands for political reform, e.g. Peterloo stimulated by Paine and French Revolution. The high price of bread due to the Corn Laws. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation. **6-7**

Indicative content

Will probably see the state of the economy as critical. May use later reforms to suggest refusal to reform was critical. The harsh repression of trade unions under the Combination Laws and of corresponding societies made it difficult to make legitimate protests. The radical press spread ideas. Most candidates will focus on the economic dislocation of peace, the Corn Law and industrial change.

- (c) Explain the importance of the economy, in relation to other factors, in the success of Lord Liverpool's administration in the period 1815 to 1827. *(15 marks)*

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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 issues.
- Or***
Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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

Having discussed the impact of improved economic situation after 1820 and the introduction of reforms, candidates may mention use of informers, the militia, the Six Acts, suspension of Habeus Corpus etc. Uncovered Cato Street Plot or could mention government handling led to description of ministry as harsh and oppressive. High prices and political repression fed radicalism whilst industrialisation, demobilisation and economic re-adjustment following peace created a period of unparalleled instability. Candidates likely to refer to a wide range of economic and social reforms such as the Reciprocity of Duties Act, Gaols Acts, Repeal of the Combination Laws and Factory Acts as well as the reform of the penal laws.

Question 3

- (a) Explain briefly the term “working class” in the context of Britain 1815-1841.

(3 marks)

Target: AO1.1, AO2

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. they were a group working in industry. They were a new group in society. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge. They did not fit the traditional rural order but reflected the growth of factories as industrialisation developed. **2-3**

- (b) Explain why Chartism was attractive to workers in industrial Lancashire and Yorkshire.

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements by simply describing unemployment/mechanisation in the cotton/woollen industries. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. impact of industrialisation on job prospects, periods of depression, e.g. Oldham. Wartime demand had been high so distribution in these industries was greater than in many others as was the pressure for mechanisation. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation. The candidate may rank the desire for political reform above or below basic economic needs. Many men had strong religious beliefs which encouraged them to see themselves as worthy of greater political influence. **6-7**

Indicative content

Lancashire and Yorkshire were the hub of industrial development therefore large source of membership of the movement. Skilled workers, such as weavers, were dispossessed and were now working for semi-skilled wages.

- (c) Explain the importance of economic problems and methods of Chartism up to 1841.

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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 issues.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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

Candidates can mention National Convention, national acceptance of Charter, first petition to parliament as signs of effectiveness and strength. Against these points can be mentioned lack of decisive leadership, splits between moderate and extremist wings, non-violence versus violence such as Newport Uprising.

The growth of Chartism at a time of economic uncertainty can be allied to the failure of the New Poor Law to deal with the unemployment found in the Northern cities. The role of individual leaders may also be used to address 'methods', e.g. physical force, alluded to in the question.

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 sources differ in their interpretation of Disraeli's commitment to social reform? (10 marks)

Target: AO1.2, AO2

- 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 the debate.. **9-10**

Indicative content

Level 1 answers should talk about the reasons for commitment to social reform.

Level 2 answers should show understanding of the reasons for Disraeli's interest in social reform. Source A refers to the need to win support of the newly enfranchised working classes. Also states his support had little substance.

In Level 3 Source A refers to traditional and more modern interpretations. Source B suggests Disraeli was not involved in detail but was consistent supporter. Candidates recognise Source B is more sympathetic to Disraeli than Source A. Source B emphasises Disraeli's commitment to reform without claiming he was author of the detailed proposals.

Answers at Level 4 should refer to Disraeli's motives and actions.

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

“The social reforms of Disraeli's Ministry from 1874 to 1880 met the needs of the working classes, but not those of the landed classes.”

Assess the validity of this statement. (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 is a synoptic question. It will require to explain Disraeli's attitude to social reform along the lines of the interpretations made in the sources. These include the need to win votes and to bring about genuine social change, the latter supposedly going back to the 1840s. They can also use own knowledge to explain specific reforms such as Artisans' Dwellings Act, Public Health Act, Rivers Pollution Act, Sale of Food and Drugs Act etc. and the 'Plimsoll' Act. Candidates can then explore the way in which Disraeli sought to help the farmers and the way in which "Tory Democracy" was designed to unify the classes and preserve the social order. Treatment of the "landed classes" as the propertied or upper class is perfectly valid.

Question 2

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

How far do these sources differ in their interpretation of the problems facing the Liberal government of 1911 to 1914 in domestic affairs ? (10 marks)

Target: AO1.2, AO2

- 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, e.g. demonstrating the problems facing the Liberal government. 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 between the two sources on the problems facing the Liberal government. 3-5
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation on the nature and extent of problems facing the Liberal government. 6-8
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. 9-10

Indicative content

Source A stresses the opposition of the Lords, women and trade unions, whilst Source B focuses on the threat posed by Labour Party. Source B concludes by arguing that pleasing either wing of the Liberal party would alienate the other. Own knowledge can be used to amplify Source B's cautious assessment of Tory prospects by reference to the continuing controversy over Free Trade or the erosion of Liberal support in England.

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

“ In the years 1911 to 1914 the Liberal Government dealt effectively with the social and economic problems it faced.”

Assess the validity of this statement. (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 is a synoptic question and candidates' responses should be rewarded for the range of factors covered. These are specified in the following coverage of the sources and own knowledge and are linked to the levels.

It can be argued that the Liberal Government was widely backed by those opposed to women's suffrage and the middle classes were unwilling to see further concessions to Labour. Measures contained in the 'People's Budget' (1909) could no longer be blocked by the Lords following the Parliament Act. However, a Liberal Government was always vulnerable to a Conservative Party which was more clearly a supporter of the 'propertied' classes. Much poverty and social unrest remained. Candidates only addressing the issue of women are giving an unbalanced response but can reach level 3. It is valid to argue that war was a way out of a failing government's problems.

Section B

These questions are synoptic in nature and the rewarding of candidates 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 each 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 almost to 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

To what extent was the extension of the right to vote in 1867 and 1884 due to attempts by politicians to increase electoral support for their parties? *(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

Evidence to suggest that Derby and Disraeli, in 1867, planned to exploit Act to increase Tory support. Also, in 1884, Liberals hoped to reduce gentry influence in the counties by giving vote to small farmers. However, there were other factors. In 1867 extra parliamentary agitation was a major factor. So was economic crisis. In 1884, economic situation and extra-parliamentary pressure was much less. Pressure came from Radical wing within Liberal Party. Also roles of individual Disraeli in 1867 and Joe Chamberlain in 1884 as major players in pushing through reform. In 1867 Disraeli completely miscalculated the impact of his proposals, whilst Gladstone failed to realise the significance of single member constituencies.

Question 4

“A period of continual growth and increasing influence.”

How valid is this judgement **either** for the period 1841 to 1886 **or** for the period 1880 to 1914 about the development of the British trade union movement? (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

Either 1841 to 1886

Indicative Content

Evidence of growth in the 1850s with New Model Unions and after the reversal of Hornby v Close with Trade Union Act of 1871. However, lack of growth and decline during Chartism in 1840s and again during Great Depression beginning in 1873. Candidates must address the issue of ‘continual growth’. Even by 1886 unions still predominantly made up of skilled workers such as boilermakers.

Or 1880-1914

Indicative content

Clear evidence of growth in 1888-1891 and 1909-1914. Both periods of relative prosperity. Other periods saw union decline. However, in 1888-1891 growth of New Unionism of unskilled workers such as the dockers. In 1890s adversely affected by lock outs, court judgements and rising unemployment, e.g. Taff Vale. In Great Labour Unrest of 1910 to 1914 major boost in union membership partly aided by Trade Disputes Act of 1906.

Question 5

“Disraeli was more successful in foreign and imperial affairs, between 1874 and 1880, than Gladstone had been between 1868 and 1874.”

How far do you agree with this statement? (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

Disraeli’s success over Suez Canal shares, Royal Titles Act, and the Treaty of Berlin. In South Africa, Clarendon was initially successful with his plans for Confederation, but ultimately the Conservatives faced considerable embarrassment with the Zulu War and, in particular, defeat at Islandlwana. In India, Lord Lytton’s attempts to strengthen the British hold in the sub-continent faced major setbacks in the two Afghan Wars of 1878 and 1879. A major factor in his 1880 defeat was Gladstone’s attack on his foreign and imperial policy (anti-Beaconsfieldism).

Gladstone was successful in Gold Coast (Ashanti War) and gave Cape Colony self-government. Not successful over the decision by Russia to abrogate the Black Sea Clauses of Treaty of Paris in 1870/71 and the Alabama Award. Also did not intervene in Franco-Prussian War. Accused by Tories of abandoning Empire with Cardwell army reforms which planned to withdraw British troops from the self-governing colonies, although Tory opposition was really about the abolition of purchase. Unbalanced answers should not be awarded more than Level 3.

Question 6

“The Irish Question, in the years 1848 to 1886 was mainly about land rather than religion.”

How far do you agree with this statement? (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

There is plenty of evidence to suggest land was a major issue. Creation of Irish Tenant Right Association and Independent Irish Party in 1850s. The dominance of tenant right as a major issue in Irish politics in 1860s culminating in Gladstone's Irish Land Act of 1870. The Land War of 1879-1882 and Land Act and Arrears Act during Gladstone's Second Ministry maintain theme of land. In 1865 Ashbourne's Land Purchase Act and Gladstone's Land Purchase Bill of 1886 all suggest that land issue of major importance.

Other factors:

Religion: leading to Irish Church Act of 1869 – this was a major issue in 1868/9 but tithe abolition did not solve the discontent.

Education: Irish Universities Bill of 1873 and its failure

Devolution and Independence: 1848 Rebellion and Young Ireland.

Creation of Irish Republic Brotherhood in 1858 and Fenian Uprising of 1865-7 } the extent to which these were purely nationalist

The creation of Home Rule Party and the push for Home Rule which was dominant issue in early 1880s and which saw the Nationalists replace the Liberals in Irish constituencies can be seen to be fuelled by both the land issue (part of the agricultural recession after 1879) and the landlord/tenant divide which broadly reflected sectarian divisions.

Question 7

Gladstone was more successful in domestic (including Ireland) than foreign and imperial affairs during his Second Ministry of 1880-1885.

How far do you agree with this statement? (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

Domestic affairs: Acts to aid small farmers in 1880; Education Act of 1889; parliamentary reform 1883-1885; Married Women's Property Act. Splits between Radical and Whigs leading to Radical Programme of 1885. Liberal Party in disarray by 1885 due to Gladstone/Salisbury tensions and made worse by Home Rule. Ireland: the Land War, the Land Act, the Coercion Act, the Phoenix Park Murders, Kilmainham Treaty, Arrears Act.

Invasion of Egypt; Gordon and Sudan. Though Gordon's death was largely due to Gordon's own insubordination it became a popular icon of Liberal weakness in foreign affairs.

Candidates are not expected to have any detailed knowledge of Gladstone's foreign policy but to draw upon their knowledge of the nature of support for the Liberal and Conservative parties. It is quite sufficient to refer just to Gladstone's unpopularity in 1885 due to his apparent weakness abroad or popularity of the Conservatives as the party of Empire.

Question 8

Changes in industry had a much greater impact on Britain's economy and society than changes in agriculture.

How valid is this judgement of the period 1841 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

Changes in Industry: Mid-Victorian Boom and Great Depression led to increases in GDP, and changes in employment cycle and nature of employment. Changes in production techniques and transport led to changes in location of industry, population movement and growth of towns. Changes in living conditions and working conditions led to the rise in 'public health' movement and 'factory movement'. Contributory factor in growth of Chartism and the New Model Unions.

Changes in agriculture: Repeal of the Corn Laws 1846, High Farming; the Depression of 1870s-1880s; impact on small farmers and aided move from arable to pastoral farming and defeat of Disraeli in 1880.

All the changes combined to create cities/towns which had a major impact on British society.

Question 9

Support for Imperialism was the main reason why the Conservative Party rather than the Liberal Party dominated national politics from 1886 to 1905.

How far do you agree with this statement? (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

Imperialism issue: Scramble for Africa aided Tories because of their support for imperialism. Most apparent with South African War of 1899-1902. Also growth in support for Empire as shown by rise of Imperial Conferences and Queen's Golden and Diamond Jubilee celebrations effectively exploited by Tories in General Election of 1900.

South African War split Liberals. By 1905 Liberal League was an important force in the party. Relugas Compact of 1905. Ireland had imperial dimension – seen as the beginning of the end of Empire if Home Rule conceded.

Other factors: Ireland: Split Liberals for period – could be seen as the main alternative explanation. Changing demography and growth of Villa Toryism. Better Tory organisation; Working Class Clubs; Primrose League etc. Better leadership under Salisbury rather than Rosebery, Harcourt and Campbell-Bannerman.

Question 10

“ ‘Tariff Reform’ was the main reason for the Liberal landslide electoral victory of January 1906.”

How far do you agree that economic rather than political factors led to the Liberal victory in 1906? *(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 central role of the issue of the ‘dear loaf’ is well known and will feature prominently. The economic factors are illustrated by Liberal gains in Lancashire and the West Midlands outside Birmingham.

Political issue split Tories into Whole Hoggers, Free Fooders and Balfourites. United Liberals. The key role played by Joseph Chamberlain in forcing the issue despite divisions in the Cabinet. Education Act of 1902, Gladstone/MacDonald Pact of 1903; Chinese Slavery; the nature of single majority electoral system; Balfour's weak leadership of the conservatives. The way in which the Liberals had stopped focusing on Home Rule.

Question 11

The foreign policy of Sir Edward Grey (1905-1914) was merely a continuation of the foreign policy of the Conservative government of 1902 to 1905.

How far do you agree with this statement? *(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

Continuation: Gradual move away from ‘Splendid Isolation.’ Anglo-Russian Entente of 1907 follows on from Entente Cordiale of 1904. Also growing fear of Germany throughout both era of foreign policy leading to end of isolation and reassessment of military position.

Changes: Self-Government given to Orange Free State and Transvaal in 1906 leading way to British South Africa Act of 1909 and creation of Union of South Africa in 1910. Sacking of Curzon leads to more conciliatory role in India leading to Morely-Minto reforms of 1909 but still strong crackdown on law and order in India.

The Anglo-Japanese Alliance of 1902 and the decision to follow Admiral Fisher’s advice and reach an accommodation with the French in the Mediterranean both precede the Conservative fall from office. The military talks began under Lord Landsdowne so differences are of degree rather than substance. Charmley and Peale take opposing views on the question.

If ‘merely’ is dealt with effectively then this will mean the candidate should be placed higher in the appropriate band (likely to be L3 or above). Many will follow Charkby in seeing a complete break.

Question 12

“The status of women remained unchanged.”

How valid is this statement for the period 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

Many candidates will focus on the struggle for the parliamentary franchise and conclude that no change took place. However, the Parish Council’s Act (1893) and the creation of County Councils did increase the political role and importance of women. For working class women life continued to be an apparently unending grind characterised by regular pregnancies and low income. For upper class women there were an increasing number of private schools and, for a few, University places, but graduation was restricted and entry to the professions tightly controlled even where it was not banned. Stronger candidates will differentiate their response in relation to the different social classes.

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

- (a) Use **Source C** and your own knowledge

How valid is the view expressed in the source about the reasons for British involvement in the partition of Southern Africa? *(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 with reference to own knowledge to reach a sustained and well supported judgement on its validity. **9-10**

Indicative content

Level 1 answers will briefly summarise the extract and its interpretations, e.g. about the reasons for British involvement. Level 2 answers will show understanding of the question by looking at the sources which refer to economic and strategic reasons. Answers at Level 3 will be as Level 2, but with partial evaluation. Answers at Level 4 will reach a conclusion about the reasons for involvement. Could include impact of German acquisition of Angra Pequena and the desire to strengthen Empire's weakest link.

Candidates are unlikely to exceed Level 3 without reference to historiography.

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

How useful is this source as evidence of Cecil Rhodes' views towards southern Africa in the period 1880 to 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

Level 1 answers should sum up the content of the article in relation to the question, e.g. in relation to southern African partition. Level 2 answers will express some awareness of the strengths and/or weaknesses, e.g. Rhodes had other motives for expansion. Answers at Level 3 should show understanding of the source by placing it in the context of Rhodes' ambitions e.g. "Cape to Cairo", wealth creation. Answers at Level 4 should fully evaluate all areas of the source in relation to the question, e.g. may seek to show how Rhodes' views changed over time as he became more ambitious.

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

"The main reason for British involvement in the Scramble for Africa, between 1880 and 1895, was economic."

How valid is this judgement? In your answer you should refer to Southern Africa **and one** of West Africa, East Africa or Egypt. *(20 marks)*

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
 Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
 Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

Source A refers to social Darwinist/racial reasons for involvement but also the move towards a more peaceful world. Source B is clearly focused on economic factors associated with the discovery of gold. Also deals with impact of German appearance in South West Africa as forcing Britain to act to isolate the Boers. Source C focuses on economic factors such as the discovery of gold.

Candidates can add their own knowledge of the role of Rhodes and his desire to create his own political and economic empire in southern Africa. Also the actions of Uitlanders which involved Britain in Bechuanaland as well as becoming interested in the Transvaal. Candidates must draw from their knowledge of one other area studied, e.g. West Africa was strategic though there was economic pressure too from Goldie/Liverpool. In Egypt strategic and economic factors were both important but Disraeli's coup (1875) in buying shares meant all later governments had to avoid losing prestige there. The partition of East Africa partly resulted from a scramble with Germany. The key role of individuals in each area is a valid way of countering the quotation.

Candidates who make comparisons across three or four areas should not be penalised when they omit southern Africa.