



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

History

Alternative Q: Units 2 and 5

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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 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.

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**Unit 2: Britain, 1815-1841****Question 1**

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

Explain briefly the meaning of the “Coercion Acts” in the context of Britain in the years 1815-1832. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. that they were introduced after the Spa Field Riots. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. that the acts were part of the repressive measures taken by the Liverpool government to prevent revolution in the period of economic turmoil after 1815. For maximum marks candidates should successfully set the term in the context of the whole period. **2-3**

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

Explain how useful **Source B** is as evidence about 1822 being a key date in the Tory governments of 1815-1830. (7 marks)

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. simply stating that Source B argues that the new Cabinet will be better able to manage government business. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. that the domestic policies of the government after 1822 were more liberal, such as in regard to the trade unions, so even if the personnel did not change significantly the improved economic climate allowed greater flexibility in approach. The source is suggesting that the change relates to management rather than ideas and is therefore significant in a different way. **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. points out that promotion for those like Huskisson is an example of new approaches to old problems whilst tariff reforms were begun. It may be argued that the date was key in re-launching a Tory government after seven years in power, even if historians today can see greater evidence of continuity than contemporaries were encouraged to believe. **6-7**

(c) Study **Sources A, B, C and D** and use your own knowledge.

“Lord Liverpool’s government was liberal both at home and abroad between 1822 and 1827”. Explain why you agree or disagree with this view of Lord Liverpool’s government 1822-1827. (15 marks)

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and undiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time/and or place, 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 contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the sources: the candidates can identify from Source C that Canning supported essentially liberal movements in Portugal and Greece, which supports the second half of the quotation. The first half of the quotation is supported by Source C, whilst candidates may deploy Source B to argue that the ministry continued to be reactionary at home as there was no real change. In foreign affairs, answers may contrast Castlereagh’s support for the Vienna settlement as “reactionary” with either his suspicions of the Holy Alliance or Canning’s subsequent policies. The dates in the question are intended to avoid a focus on Catholic emancipation so this should not be used. However, the problems of Ireland and “Orange Peel” can legitimately be included in assessing “at home” given that the period is covered by the Act of Union. Some stronger candidates may challenge “liberal” on the grounds that the British government retained the Six Acts (Source A). When properly presented, such an argument is clear evidence of judgement being applied and should be rewarded appropriately.

Source D allows stronger candidates to highlight the reluctance of the Liberal governments to introduce reforms and therefore challenges the first half of the quotation.

Question 2

- (a) Comment on the term “the Old Poor Law” in the context of Britain in the years 1815 to 1834. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g., that it was a system for giving money to the poor. 1

- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that it was a system developed in 1601 to provide relief to paupers in rural economy but now it was out of date in an industrialising society and that the discontent reflected in the “Swing Riots” showed change was necessary. 2-3

- (b) Explain the reasons why there was pressure to reform the Poor Law by 1834. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the Swing Riots had “accelerated reform” is simply quoted rather than developed. 1-2

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the rising cost of the Poor Law was leading to middle class demands for change on the grounds of cost whilst the Swing Riots provided an opportunity to argue that the system was clearly breaking down. 3-5

- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links or draws conclusions in order to provide an explanation, e.g. uses “accelerated” in the source to say that by 1834 a variety of forces were suggesting reform was necessary and that the Swing Riots and the subsequent parliamentary enquiry gave Chadwick and others the platform they needed to pass reforms which would achieve their Benthamite goals. 6-7

- (c) Explain the importance of continuing social discontent in leading to the defeat of the Whigs in the 1841 General Election. (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 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 all the material on the breakdown of the Whig government and its eventual defeat in 1841. Some candidates may see economic discontent as important in undermining the legitimacy of the Whig government after the excitement of 1832 but others may emphasise Peel's skill in not accepting office before a General Election. There may also be reference to the Lichfield House Compact which tarred the Whigs with being in office at the behest of O'Connell's Irish MPs. It is likely that candidates will also include Peel's repositioning of the Tories as Conservatives through his Tamworth Manifesto. Evans argues that the Conservative revival was greatly helped by whig/radical proposals to reform the Church of England. The Whig government was also running a deficit in the difficult economic conditions which preceded the 1841 election. The economic discontent is likely to be linked to Chartism and its challenge to the Whig government.

Question 3

- (a) Comment on "Lancashire" as the leading area of economic development in the context of Britain in the period 1815-1841. **(3 marks)**

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that Lancashire was a place where the cotton industry was developing. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that in this period Lancashire is seen as leading the industrial revolution and was the "first industrial county" with cotton and coal developing in an integrated manner. **2-3**

- (b) Explain the reasons for economic development in textiles **or** agriculture in the period 1815-1841. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. that the government had protected agriculture so farmers had the Corn Laws whilst cotton was developing due to Lancashire having coal and rain. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. that the passing of the General Enclosure Act of 1801 and the subsequent act of 1836 made it easier for farmers to increase the productivity of farming. The general growth in the population, which more efficient farms could support, meant that developing industries had a cheap workforce to draw upon. The growth of the cotton industry and its organisation under a factory system stimulated the growth of the iron, coal and railway industries. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links or draws conclusions in order to provide an explanation, e.g. that the main reason for development was the change in agriculture or that without the profits from the slave trade the industrial take-off would not have happened and therefore development would have come much more slowly. **6-7**

- (c) Explain the importance of transport in causing economic and social change in Britain between 1815 and 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

Changes in transport were a major factor in causing economic and social change. The advent of canals and subsequent railways made it possible to establish factories which relied upon the arrival of raw materials from distant points. The harsh poverty described by Dickens and Disraeli is a product of a vast supply of cheap labour employed in these factories. However, the government's policies of laissez-faire and its reluctance to support reform ensure that this leads to poverty. It can also be argued that the unreformed House of Commons represented traditional landed interests, whilst the Great Reform Act ensured representation for the elite of the new cities who also had a vested interest in laissez-faire. The Corn Laws may also be held responsible for the poverty of the industrial masses. The various coercion acts prevented the growth of Trade Unions as the fate of the Tolpuddle Martyrs showed. The ineffective response of the Church of England may also be linked to the apparent godlessness of the cities. Transport systems began a further stage in the integration of Britain, e.g. the standardisation of time in the wake of the 1826 Railway Act. Railways also led to the influx of Irish immigrants which led to further social change.

Alternative Q: Britain 1815-1914**A2 Unit 5: Britain 1841-1914****Question 1: 1841-1886**

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

To what extent do these two sources agree on the reasons why Peel repealed the Corn Laws?
(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, e.g. Peel talks about justice for those who do not have the vote in Source A and Source B refers to Peel responding to public pressure. **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. Source B stresses that Peel's record is one of changing his mind on issues despite his previous promises. Source A has Peel taking a wider stance on the care which the government has taken of the poorer members of society: "that class...no vote". **3-5**
- L3: Demonstrates explicit understanding of the similarity and difference of interpretation in relation to the debate and offers some explanation. In his speech Peel is appealing to posterity to see his government as one which cared for the poor, whereas Source B is talking about Free Trade as a policy which Peel had promised to oppose as the champion of Protection. Although this benefited some of the poor in the longer term, its main effect was to serve the interests of the landed classes who felt so betrayed by him in 1846. Source B's reference to Peel's background is a calculated attempt to appeal to the prejudices to Tory backbenchers. **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. The candidate makes judgements on whether the Irish Famine does push Peel into actions he would have taken anyway, or whether it leads to repeal rather than a gradual revision of duties in line with the way in which earlier changes had been effected. The strongest answers may see Source A as an appeal to history rather than an accurate assessment of Peel's government since he knows the issue will divide his own party. **9-10**

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

“The true heir to Peel’s domestic policies.”

How valid is this view in relation to Disraeli’s Conservative Ministry of 1847 to 1880.
(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

Synopticity is demanded through the requirement to compare two governments separated by over twenty years.

Whilst the proposition would have caused Gladstone to choke, Source A offers ample scope for linking Disraeli’s One Nation conservatism to Peel. Cross’s ministerial record under Disraeli, for example the Artisans Dwellings Act of 1875, could be construed as following in the legacy of Peel whose death was supposed to have had the masses weeping. However, Peel was remembered too for Repeal and Disraeli had accepted Free Trade in 1872 to make the Conservatives electable. So contrasts may be made in intentions. Also it is arguable how far Disraeli in practise was a help to the working class rather than a break upon the reforms which Gladstone had initiated, and which many working class people opposed. Disraeli’s

fiscal policies were very unlike Peel's, but strong candidates may point out that Disraeli came to power at a time of recession which deepened into depression.

Question 2: 1880-1914

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

To what extent do these sources agree on the nature of support for the Conservative Party between 1880 and 1902? (10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

At Level 1, responses are likely to simply lift “men of property” from Source A and “landowners” from Source B. At Level 2 the candidate is likely to link this together by using terms such as the Upper Class. At Level 3, candidates can be extended to address the extent of agreement by referring to the way in which Source B focuses on the needs of agricultural property. Own knowledge may appear with references to Villa Toryism in the towns/suburbs or the attitudes of rural labourers. In reaching Level 4, candidates will show that they have reached conclusions and may use other own knowledge such as Home Rule to indicate key changes in the nature of Conservative support. Candidates who offer sustained judgement should reach Level 5.

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

“It was, above all, due to Joseph Chamberlain.”

How valid is this assessment of why the Conservative Party came to be associated with tariff reform in the period 1902-1913? (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

There was considerable pressure from local Conservative Party Associations well before Joseph Chamberlain took up the cause of tariff reform. Lord Salisbury had buried issues of reform in the face of the financial burdens of the Boer War but the precedent of tariff funded social reform in Germany was well known. The elites mentioned in Source B were increasingly concerned about the impact of competition, and the problems faced by manufactures and farmers created greater unity of purpose as Green implies. Nevertheless Joseph Chamberlain forced the issue to the centre of party debate. Some people would say this was a desperate attempt by Chamberlain to gain acceptance in a party which had reservations about “radical Joe”. Others would argue that Balfour’s weak leadership was a major factor since he failed to impose discipline on a deeply divided cabinet. Bonar Law’s background as an Ironmaster encouraged him to maintain tariffs as a theme, especially as it had close ties to his fear that Home Rule was the first step in the break up of the Empire.

Section B

These questions 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

How important were economic rather than political factors in the failure of Chartism?
(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 main thrust of responses is likely to centre on the divisions within the Chartist movement. The decision to support physical force by some Chartists alienated many potential supporters and dismayed many of their existing middle class adherents. This only exacerbated the original failure to recruit sufficient middle class supporters, and therefore is the key area for political reasons for failure. Chartism's working class supporters were partly spurred on by the economic downturn but Chartism, which continued to support free trade, failed to come up with a coherent economic programme. The political aims of the movement, such as annual parliaments, were probably too radical to be achievable; but even if this is discounted, these aims bore limited practical relevance to the needs of the working class. The government also contributed to Chartism's failure by being firm but avoiding brutality. As the economy improved so the urgency behind working class support began to wane. High quality but seriously unbalanced responses to go to Level 3 (maximum).

Question 4

“A period of real success in meeting grievances”.

How valid is this assessment of British government responses to issues in Ireland in the years 1848-1886?
(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

During this period there was no major rebellion, and the government disestablished the Church of Ireland and at least attempted to deal with the issue of Land Reform. Issac Butt's period as leader of Irish nationalism demonstrated how far Irishmen, at least those in the middle class, had been persuaded that it was best to follow a constitutional path. The counter argument will come in the form of the Fenians, at best a tiny minority, and the massive discontent over land which reaches a new level of intensity in the early 1880s. The rise of a more militant Irish nationalism under Parnell will be widely cited.

Question 5

“The Second Reform Act was more significant than the reforms of 1883-1885 in the development of parliament and the party system.”

How valid is this view for the period 1841-1886? (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

Candidates are being asked to consider whether the expansion of the franchise in 1867, which significantly expanded the number of voters who did not normally pay income tax, was more significant than the extension of the rural franchise and the change to single member constituencies. To many contemporaries, the Second Reform Act ushered in an age of “democracy”. In the eyes of Conservatives like Salisbury this was the beginning of the end, and the subsequent Liberal victory followed by the disestablishment of the Irish Church seemed to prove this. The expansion of the franchise seemed to have confirmed the Liberals as the party of government but Disraeli’s victory in 1874 proved this was not the case. The evidence for 1883-5 being significant is that single member constituencies contributed to the fragmentation of the Liberal Party as Whig representation in Parliament came under pressure. The need to conciliate working class voters saw a rise in union-nominated Liberal candidates.

Question 6

To what extent did Gladstone’s domestic policies, 1868-1874, fulfil the aims of Gladstonian Liberalism? (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

Gladstone’s reforms of the army and the civil service fulfilled the aim of reducing the influence of privilege. The Ballot Act helped to attack the power of the Tories, which pleased Liberal activists, whilst the abolition of university tests reflected the aims of the Non-conformist core of the Liberal Party. They were much less pleased with education reform and the attempt to pacify the Irish via universities, and licensing reform upset working class supporters.

Question 7

“They created a social and economic revolution.”

Discuss this view in relation to the impact of railways in the period 1841-1886.

(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

Candidates are likely to focus on the shift in population from the countryside and the impact this had upon traditional social structures. The railways will be seen as the engines of such changes, not only by bringing society into closer contact but also by making possible the growth of suburbs and the consequent social division in housing. The building of the railways also encouraged the influx of unskilled Irish labour which itself led to social change, although Roman Catholicism was growing before this. The railway system enabled supplies of cheap manufactured goods (such as pottery from Stoke) to reach the cities, enabling them to participate in the mid-Victorian boom. The cities also created huge populations with limited access to the countryside and the “Parliamentary Trains” made it possible to visit towns such as Blackpool. These towns developed as seaside towns, as wakes weeks and bank holidays became formal replacements for “Saint Monday”. London is a special case and should not appear on its own in stronger answers.

Question 8

“A major European and World Power”.

How valid is this assessment of Britain’s international status in the period 1900-1914?

(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

Candidates are likely to focus on the growing tension with Germany and the way in which this forced Britain to seek alliances, demonstrating her limitations as a major world power. Some stronger candidates may look at 1914 and point out that Britain was unable to prevent war. Tensions with Russia were only resolved in 1907 after the Liberal Government came to power. Some candidates may argue that the increase in tension was due to Lord Grey – this is fine if properly presented, but candidates must cover the whole chronological range to reach Level 4. The decision to enter into the Anglo-Japanese Alliance in 1902 was a product of Britain’s concern that she could not defend against Russia in the Far East and Germany without help.

Question 9

“Conservative governments addressed Ireland’s problems more effectively than Liberal governments.”

How valid is this statement in relation to the years 1880-1914? (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

Candidates may start by identifying the failing of the Liberals over land reform in the 1880s and their inability to pass Home Rule in 1886 and 1893. This should then lead them into a comparison with the Irish Land reform undertaken by the Conservatives in the 1890s. The Conservative refusal to bow to extreme nationalist demands may also be seen as a more effective response if the nationalists are identified as a small minority. The Liberal support for Home Rule may be seen as effective or not depending upon the importance given to the feelings of Protestants in Ulster.

Question 10

“The political and social status of women only changed marginally.”

How valid is this view in relation to the years 1880-1914? (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

Candidates need to draw together the various aspects of women’s status and decide whether the overall change was minimal. Clearly many candidates will focus on the failure of the suffragettes and the degrading response from the government. However, they should balance this against the recognition of women in the Parish Councils Act. The tentative beginnings of female higher education and the first women to emerge as professionals can also be seen as progress, but it is likely to be offset by statistics about low pay and the largest single occupation being domestic service. The declining birth rate amongst middle class women may be seen as a sign of emancipation, but the widespread use of brothels by their husbands may not.

Question 11

“The Parliament Act (1911) was their most significant achievement.”

Discuss this view in relation to the political and social reforms of the Liberal governments, 1906-1914. (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 fundamental change in the political balance of power is the key argument behind the significance of the Parliament Act. The removal of the Lord’s veto opened the way not only to the “People’s Budget” but also to Home Rule which presaged a fundamental change in Great Britain and, as some contemporaries noted, the end of the British Empire. However, the major social reforms of the Liberal Government are seen as the stepping stone to the Welfare State created in the 1940s and as a major change in the role of the state compared with Salisbury’s legacy of the “Night Watchman State”.

Question 12

“A response to the neglect of working class needs.”

To what extent does this view explain the origins and development of the Labour Party between 1893 and 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

Candidates are likely to challenge this statement since both the Liberal and Conservative governments had taken steps to address working class needs. However, Conservative opposition to reversing legal judgements will be instanced as evidence in favour of the proposition. The issue of Liberal neglect is more complicated in that local agreements to secure working class representation suggest national neglect was not uniform. Also the Macdonald pact and opposition to tariffs in 1906 are evidence that the Liberals were defending working class needs. However, in 1893 the Liberals seemed wedded to Home Rule and therefore neglectful of the key issues for the unions. The main thrust of a counter-argument lies in the idea that New Unionism wanted specifically working class/union representation because it was more radical than its predecessors.