

General Certificate of Education

History 5041/6041

Alternative Q Britain, 1815–1914

Mark Scheme

2005 examination – June series

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

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

CRITERIA FOR MARKING GCE HISTORY:

AS and A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's 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.
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Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

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

Level 5:

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

Exemplification/guidance

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

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

D: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

So, is the response:

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

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

Alternative Q: Britain 1815-1914

AS Unit 2: Britain, 1815-1841

Question 1

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

Explain briefly the meaning of “new Poor Law” in the context of Britain in the years 1834 to 1841. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. names the 1834 Poor law or uses source to say it was ‘controversial’, ‘no small achievement’ or to ‘avoid revolution’. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. that the new Poor Law had been introduced in 1834 and that a Poor Law Commission had been established to implement it. The third mark should address context e.g. fuelled agitation post-1834. **2-3**

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

Explain how useful **Source B** is as evidence about the motives of Lord Melbourne in trying to carry out reforms in the years 1834 to 1841. (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. simply stating that Source C refers to Melbourne’s support for reform in order to preserve. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. recognises that the Whigs were made up of various factions so even a Whig source may be hostile to Melbourne. Makes limited use of the provenance. The gradual decline in Whig support caused an increasing sense of frustration. The author was an advanced Whig **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. sets the Whig attempts to reform in the context of the Tory revival and the Ecclesiastical Commission. As the Whig majority in the Commons declined it could pass reforms supported by Peel and the

Conservatives. However, any reform was likely to lead to protests from vested interests and to encourage the anti-establishment views of the Radicals. **6-7**

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

“The Whig reforms of 1833 to 1841 owed as much to others as to the Whigs themselves.”

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* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

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

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

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

Indicative content

The candidates can identify from Source B that the new Poor law was only being implemented very slowly and with Tory support in the shires. This can be coupled with own knowledge on the strengths and weaknesses of the new poor law. Source A also shows ecclesiastical reform was very largely down to co-operation and candidates can then discuss the work of the Commission in tackling issues such as plural livings. The Anglican revival may suggest to some of the candidates that the reforms were successful and reflected the renewal led by the Oxford Movement. Source A provides some material for the counter-argument to the proposition contained in the quotation. Candidates will need to add own knowledge regarding the reforms such as the limitations on factory reform. Candidates may

point to the success of the Municipal Corporations Act as real reform or as a politically inspired attack on the Tory dominated corporations, in which case it must be a Whig measure. Famous reforms such as the abolition of slavery (1833) and factory reform (1834) were brought about, at least largely, by the crusading zeal of Wilberforce and Shaftsbury respectively. Once Grey retired from the leadership, Melbourne himself only provided limited interest in reform (Source B). The introduction of the Penny Post was Roland Hill's idea. After the 1835 Lichfield House Compact the Whigs were increasingly dependent upon non-Whig votes and Source C emphasises cross-party support for the PLAA.

Question 2

- (a) Comment on "Peterloo" in the context of Britain in the years 1815 to 1819. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that it was an incident where the militia attacked a demonstration in the St Peter's Fields area of Manchester. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that in this period Britain was felt to be close to revolution so Liverpool's government passed the Six Acts and other repressive measures. The incident was used by radicals to paint a more negative image of the government than would otherwise be justified. **2-3**

- (b) Explain why the end of the Napoleonic Wars led to problems for Liverpool's ministry in the years 1815 to 1820. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. that the British economy was depressed due to the closure of wartime capacity. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. that the changeover to peacetime production was not made easier by the widespread resistance to mechanisation, variable harvests, higher levels of unemployment and the reintroduction of the corn laws. The return of soldiers and sailors to the work force coupled with a recession fed social discontent. The political legacy of the French revolution fed political discontent. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. that in the short-term wartime industries were laying off workers but that there was a shift in population to the cities which was depressing wages and increasing social tension. The breakdown of traditional rural social structures and the growth of an urban working class raised issues of reform. **6-7**

- (c) Explain the importance of liberal Tory reforms, in relation to other factors, in explaining the survival of Lord Liverpool's government in the years 1820 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 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. **5-8**
- 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

Answers may only focus on the economic recovery in general terms. Candidates should attempt to look at both the importance of reform in its various forms and the economic recovery. The Reciprocal Duties Act of 1823 and changes to the Navigation Acts can legitimately be offered in evidence that reform was very important. The Goals Act and other legal reforms may be seen as setting a different tone to the administration. It should be noted the question stops in 1827 so Catholic Emancipation and the Metropolitan Police Act are not relevant reforms. Stronger candidates will attempt to offer balance and will link reform such as the tariff reductions to improvements in the economy which itself created an aura of success. Source candidates may also argue that the firm approach taken by the government e.g. Six Acts (1819) helped to limit radical activity and that this was reinforced by Liverpool's skill in keeping the Tories united despite divisions over George IV's divorce and catholic emancipation. As long as foreign policy is not the focus of the answer it would be quite possible that the goals of peace and trade followed by Castlereagh and Canning helped the government. Genuine attempts to relate later problems to Liverpool's skill in the survival of the ministry should be rewarded so long as the focus remains on 1820–1827.

Question 3

- (a) Comment on “Rotten Boroughs” in the context of Britain in 1815. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based on either the source or own knowledge. e.g. that rotten boroughs were controlled by individuals as they contained few voters. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that these boroughs included places like Old Sarum and were the focus of much criticism and were largely abolished under the 1832 Act. They were a key argument for those who favoured reform as they were only justifiable in that it was possible to bring in “young men of talent”. **2-3**

- (b) Explain the reasons why there were demands to reform the electoral system before 1832. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. that there were inequalities in the old system such as no representation for Manchester. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the belief that it was necessary to grant the vote to the upper middle class in order to prevent revolution. The impact of the revolution in France which had overthrown the Bourbons in favour of Louis Philippe is a short term factor. Grey had believed in parliamentary reform since he was a young politician and now had an opportunity as the Tories were divided and the Whigs had gained seats in the 1830 General election. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. is able to provide an overview of the reasons for reform and suggests which are the most important. The relative importance of Grey and public pressure is an example of what L3 candidates may offer in judgement. **6-7**

- (c) Explain the importance of popular agitation outside Parliament, in relation to other factors, in explaining the passing of the Great Reform Bill in the years 1831 to 1832. (15 marks)

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

This question brings together the various issues which ultimately lead to the passing of the Reform Act. Public agitation such as the riots in Bristol are clearly only one factor but should not be dismissed in the context of events in France in 1830. The decision by the Commons to reject Wellington's ministry opened the way for reform and it is possible to argue that most MPs underestimated the radical intentions of Grey. The role of the King in supporting reform is also one that should feature.

Candidates may suggest that it was Grey's personal commitment to reform that ensured that he led the Whigs to tackle an issue that might have been postponed if the focus had instead been upon the relief of agricultural distress (which was probably the major cause of unrest in 1830–1831). However, stronger candidates may differentiate themselves by saying that whilst Grey was key in 1830–1831, public pressure was vital to the cause of reform in 1832 when Wellington was unable to form an alternative ministry against a background of revolutionary agitation. Some candidates may focus on Wellington's personal failings and others upon the Tory divisions in 1830 (principally liberal Tory support for the Whigs and the ultra Tory disgust with Wellington and Peel) which allowed Grey into power – the key here is to reward those who integrate this into an analysis of 1830 to 1832 and not simply rehashing past questions on the collapse of the Tories.

Alternative Q: Britain 1815-1914

A2 Unit 5: Britain, 1841-1914

Question 1

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

To what extent do these two sources agree on the reasons why Peel did not face a political crisis over the Corn Laws between 1841 and 1845? (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

Gash stresses the way in which Peel sought to appease all moderate opinion in the House of Commons. By offering arguments which would appeal to moderates, Peel ensured that he had large majorities when the House divided on Opposition amendments. Source B puts more emphasis on the importance of the economic upturn but acknowledges that Peel's tax reforms helped to dispel opposition. Source B echoes Source A at the end when it refers to the reluctance of Conservative politicians to oppose Peel. Own knowledge can be introduced regarding the economy and how Peel's reforms, such as the Bank Charter Act, contributed to the boom.

Gladstone's principled, but lonely resignation, over the Maynooth Grant may be used to show how strong Peel's hold over the Conservative Party appeared in 1845. Many of the largest landowners held the investments in industrial/urban property and therefore had a stake in industrial growth. The fact that landowners enjoyed mineral rights meant many were benefiting from coal mining or were selling land for railway developments.

Whilst the use of own knowledge does not of itself guarantee that the answer reaches L3 it is important to consider carefully how thinly the sources are used before awarding such an answer a L2 mark. Level 3 (6 marks) will therefore be a common mark for those offering a limited explanation incorporating own knowledge.

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

“The fall of Peel’s ministry in 1846 was the result of a bitter sense of betrayal amongst Conservative MPs.”

How accurate is this view? (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

The quotation sums up the bitter attacks launched by Disraeli, at Lord George Bentinck’s direction, in the great debates over the repeal of the Corn Laws. Certainly, the opposition of so many members of the landed gentry to Peel’s ministry was fuelled by a sense that Peel had promised to defend Protection. The final part of Source A rests uncomfortably with Peel’s subsequent decision to introduce free trade. Source B introduces other themes too. Whilst the Anti-League may be used as evidence of betrayal, the Anti-Corn Law League represents the enormous pressure being brought on the government outside Parliament to which Peel was seeking to respond as a statesman rather than as a party leader. Candidates are also likely to discuss Peel’s inadequacies as a party manager. His growing aloofness allowed opposition to grow. Disraeli was unreasonable in expecting office in 1841 but his estrangement from Peel provided the landed interest with the most eloquent weapon available on the backbenches, thanks to Lord George Bentinck’s lead. The bitter debates over the Maynooth Grant revived the sense of unease on the Tory benches that always clung to “Orange Peel” following his volte-face over Catholic Emancipation. Candidates may also

point out that Peel's Ministry fell not on the Corn Laws but on the coercion of Ireland where Peel's backbenchers exacted their revenge. Peel had broken his promise, in 1841, to protect agriculture and his use of famine in Ireland as a pretext for repeal was seen as further proof that he was a liar and that as the scion of a manufacturing family he had never really believed in what he had said.

Question 2

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

To what extent do these two sources agree on the causes of the constitutional crisis of the years 1909 to 1911? (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

Source A is Lloyd George's famous attack on the aristocracy which offended King Edward VII and many other aristocrats as they felt it amounted to a declaration of class war. Certainly, Lloyd George was prepared to use an attack on the privileged classes to unite Liberal opinion in the election campaigns of 1910. The characterisation of the House of Lords as "Balfour's poodle" for its role in rejecting Liberal legislation reflected Lloyd George's desire to force the Conservatives to accept social reform.

However one of the measures previously rejected by the Lords, in 1893, was Home Rule and Source B focuses on this consequence of the reform of the House of Lords and therefore the cause of the crisis. Any attack on the House of Lords for either reason would throw the way open for radical reform. Own knowledge may be deployed to show that Lloyd George himself was a cause of the crisis since he was more partisan than Prime Minister Asquith and other cabinet ministers or to show Balfour's failure to make tactical concessions brought on a constitutional crisis. Asquith dithered in early 1910 and did not ask the king to create Liberal peers if he won so this led to the second general election by which time Asquith had talked to the king.

Whilst the use of own knowledge does not of itself guarantee that the answer reaches L3 it is important to consider carefully how thinly the sources are used before awarding such an

answer a L2 mark. Level 3 (6 marks) will therefore be a common mark for those offering a limited explanation incorporating own knowledge.

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

“A triumph of new Liberalism.”

How valid is this view of the political and social achievements of the Liberal governments of 1906 to 1914? (20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

Or

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

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

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

Indicative content

Candidates should be able to recognise in Source C evidence of the extent to which New Liberalism introduced social reforms such as Old Age pensions and school meals grants which had never been part of the old Liberal approach of Gladstonian liberals. This is also clear in Source A where Lloyd George is rallying support for the taxes he needs to pay for social reform. Source B can be used to show the Irish Nationalists and the Labour Party also hoped to achieve their aims in the period. School Meals and the payment of MPs are two of the measures enacted by the Liberals under strong pressure from Labour. Nevertheless, pensions, labour exchanges and National Insurance represented a triumph for those Liberal MPs who wanted to see real change. However, the new taxes also helped pay for dreadnoughts and the military reforms, which paved the way for war in 1914, despite the strong pacifist feeling on the backbenches. Welsh Liberals saw their hopes of

disestablishment dashed. Historians also argue that the Labour Party proved to be the main beneficiary of trade union reform so candidates may argue that it was a pyrrhic triumph. A wide interpretation of ‘social’ should be adopted. Strong candidates may see the period as heavily influenced by Liberal Imperialists who supported the tax and political reforms to pay for the navy/army and delayed support for HR long enough for it to be overtaken by events.

Section B

Questions 3-12 are synoptic in nature and the rewarding of candidates’ responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources)

Target: AO1.1, AO1.2, AO2

L1: ***Either***

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

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: ***Either***

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

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

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

Question 3

“The lack of middle-class support rather than economic conditions caused Chartism to fail.”

How valid is this view? (20 marks)

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

Marks as follows:

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

Indicative content

The question deals with both support and the economy as reasons for failure and therefore a response dealing with only one of these issues will be restricted to Level 2. The effect of physical force Chartism was to alienate many of the middle class who had sympathised with the Chartist aims of making Parliament more accountable. However, some candidates will argue that the government simply ignored the Chartists when peaceful protests took place so middle class defections were the result not the cause of failure. Other candidates will argue that it was the divisions over methods which caused the Chartists to fail. They will see the root of failure lying in a divided movement in which working class radicals lost moderate middle class support. The central counter argument is that working and middle class support was a reflection of the economic problems facing Britain which began to ease after Peel was elected. Therefore middle class and working class support waned as jobs became more plentiful. Some candidates may suggest that the success of the Anti-Corn Law League was important in diverting middle class support or challenge the question by pointing to Chartism’s unrealistic aims.

Question 4

“Disraeli was more interested in staying in power than in the details of reform.”

To what extent does this view explain why the 1867 Reform Act was more radical than the 1866 Bill which the Conservatives had opposed? (20 marks)

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

Marks as follows:

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

Indicative content

Some candidates will simply focus on supporting the assessment by arguing that Disraeli was concentrating on keeping the Tories in office by passing a reform bill which a majority in the Commons would accept. They will point to Disraeli’s ignorance of technical issues such as the impact of allowing the compounding of rates and his desire, fully shared on his backbenches, to humiliate Gladstone’s attempts to amend the bill. Whilst it is reasonable to argue therefore that Disraeli was taking a ‘Leap in the Dark’ he was doing so willingly. Disraeli was bound to hope that the Tories would not be seen as the opponents of reform,

despite 1866, and would therefore benefit electorally. It can also be said that the Tories were already a minority in the English boroughs and so Disraeli had at least a reasonable chance of improving Tory fortunes, as he eventually did in 1874. The impact of the new system on the Tory party was not at all unclear to those like Salisbury who dreaded the advent of ‘democracy’. The Conservative Party responded to the new electorate by becoming much more organised – hence its success in 1874. Candidates may explain the failure of the 1866 bill and are likely to focus on the decision of Lowe and his colleagues on the Liberal benches to oppose reform. Disraeli’s apparently principled alliance with the rebels killed the bill. Gladstone’s difficulty in acting as Chancellor and Leader of the House also hampered the Liberals in 1866. Some candidates may point to the external pressure in 1866 which helped to frighten opponents of reform and therefore solidified both the support for and opposition to the bill.

Question 5

How valid is the view that the Great Depression had economic causes but was prolonged by political mismanagement in the years 1873 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

The Great Depression after 1873 can be blamed directly on free trade in so far as import penetration rose due to technological advances and huge surpluses of US wheat being exported to Britain. The depression in British industry after 1880 varied according to sectors, e.g. growing competition limited Lancashire’s exports to West Africa but the growth of manufacturing in colonies like Canada limited other exports too. The introduction of tariffs in the United States and by Germany in 1878 may be used to argue that Britain retained its free trade policies for too long and therefore the continuing depression was the result of economic mismanagement. Some candidates may point to the willingness of investors to provide capital to overseas producers as undermining British industry in the long term. This may be referred to in general terms or specifically in relation to the ideas of Cain and Hopkins known as ‘gentlemanly capitalism’. The challenge to the candidates lies in ‘prolonged’ and therefore answers dealing only with economic causes will be restricted to Level 2. Britain’s success was based on a low-wage economy and therefore British industry was slow to mechanise since the relative cost of capital investment was higher. It may be argued that the depression had a multiple effect, e.g. landowners faced with falling rents cut costs and therefore further depressed consumer purchasing power. Mill owners tried to cut costs by buying cheaper yarn but this undermined the quality of their products leading to a further loss in sales. Candidates may also point to the impact of Disraeli’s foreign policy which led to rises in income tax which further depressed the economy and were only partially reduced under Gladstone who did try to help agriculture between 1880–1885, but never by abandoning Free Trade.

Question 6

“A complete failure.”

How accurate is this judgement on Gladstone’s religious policies and land reforms in Ireland in the years 1868 to 1874? (20 marks)

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

Marks as follows:

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

Indicative content

The question invites candidates to deal with the First Gladstone Ministry’s reforms from the disestablishment of the Church of Ireland to the failures of 1873. Candidates are likely to focus on the Land Act of 1870 and disestablishment. The attempt to solve religious tension by disestablishing the Church of Ireland is likely to receive a higher success rating than land reform. It is quite legitimate to use the land wars of the late 1870s as evidence of the failure of reform. The failure of further reform in 1873 may be blamed on the opposition of the Catholic Church or Gladstone’s decision to focus on higher education rather than the more practical economic reforms favoured by Chamberlain. The reforms did provide the basis of key reforms in 1881 and some candidates may argue that the policies that failed were Gladstone’s only so far as he could get agreement from the House of Lords.

Question 7

“Skilled in domestic politics, a failure in foreign affairs.”

How valid is this judgment of Gladstone’s First Ministry, 1868-1874? (20 marks)

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

Marks as follows:

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

Indicative content

Candidates are likely to appreciate that the quotation contains a considerable amount of truth but they should challenge it on both counts. The skill with which Gladstone introduced some of the major reforms of the nineteenth century will lead candidates to discuss the disestablishment of the Irish Church, the Education Act (1870), Army Purchase, the Ballot Act, civil service reform and the repeal of the Test Acts. The limited scope of these bills should not obscure their radical departure from tradition. However, the limitations regarding education and civil service reform may be used to challenge ‘skilled’. Most candidates are likely to portray Gladstone’s foreign policy in a more negative light, for example, over the Alabama issue and the rise of Prussia with the failure of his neutrality policy. Others will

argue that Gladstone wanted to pursue a moral foreign policy and whilst he may have been naïve he was not a failure especially compared to Disraeli's later extravagances as his foreign policy was not a burden on the taxpayer.

Question 8

“The parliamentary reforms of 1883 to 1885 were more important than the growth of the Trade Unions in explaining the rise of the Labour Party in the years 1893 to 1914.”

How valid is this view? (20 marks)

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

Marks as follows:

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

Indicative content

This question tests the content of the reforms of 1883-1885 and their long-term significance in creating single member working class dominated seats in which Labour could hope to displace the Liberals. Bernstein's work on analysing regional voting patterns is relevant here. The Corrupt Practices Act led to a dramatic drop in contested election results and therefore can be seen as a significant step building on the Ballot Act, but its impact on the political system is limited although ultimately it aided the poorer Labour party by protecting workers from intimidation. The extension of the franchise to equalise the qualification in counties and boroughs proved to be a boon for the Conservatives since the rural working class were heavily influenced by deference. However, the Conservatives were already dominant in county seats which Labour could not realistically threaten so it contributed to political polarisation. The growth of the trade unions is vital to Labour in creating a sense of working class consciousness as seen in the great strikes of 1889. The unions, especially the miners, provided most of the power base for Labour and began to develop the skills needed by future Labour MPs

The question does not encompass the Parliament Act of 1911 so as not to overlap with Question 2.

Question 9

To what extent did Salisbury's policy in Ireland differ from Gladstone's in the years 1880 to 1892? (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 Kilmainham Treaty led to heavy criticism of Gladstone since it appeared that Gladstone was prepared to reward Nationalist violence by treating with Parnell. Historians tend to a kinder interpretation given the practical difficulties facing any attempt to compel peace in Ireland. In 1885, Gladstone's decision to fly the "Hawarden Kite" in favour of Home Rule seemed to confirm the worst fears of his political opponents. However, Gladstone had tried to coerce Ireland especially in the wake of the Phoenix Park murders. Some candidates may point to Parnell's decision to back the Conservatives in 1885 as evidence that he tried to 'command' and Gladstone's subsequent adoption of Home Rule as a supine response, but it is important to remember that Gladstone needed to combat Conservative strength in England. Salisbury was clearly opposed to Home Rule and acted to coerce Ireland. With regard to Parnell, in particular, the Conservative Party was probably behind pressure on the otherwise compliant Mr O'Shea to petition for divorce and its sympathisers were involved in the libellous Piggott Letters. The main difference therefore lay in Salisbury's refusal to countenance Home Rule. However, the passing of the Congested Districts Act (1891) shows Salisbury was happy to countenance some reform.

Question 10

Which was the more important cause of the unpopularity of Balfour's government: Tariff Reform or the reform of education? Explain your answer. (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

Although candidates are likely to offer considerable evidence on the importance of tariff reform they must consider alternatives to reach Level 3 or higher. Chamberlain's decision to launch his crusade for tariff reform was part of a wider debate on national efficiency in the aftermath of the Boer War. Although many local Conservative associations had increasingly come to favour tariffs, the Conservative Parliamentary Party was deeply divided right up to Cabinet level. Whether one takes the view that Balfour proved a weak leader or not, it clearly damaged the Conservatives to be divided over an issue which served to unite the Liberals. However, it is important to balance this by reference to the hostility of Non-conformists to the 1902 Education Act. This was a vital factor in mobilising Liberal opinion and brought pacifists like Lloyd George back into the fold after the bitter divisions over the Boer War. The disillusionment with the Tories also stemmed from issues such as Chinese labour in South Africa. Many Liberals were committed to social reform and this was echoed in public concerns following revelations regarding the number of army volunteers who had been rejected on medical grounds. The trade unions were determined to see anti-Union judgements in the Court reversed by legislation, hence the electoral pact with the Liberals into which they entered in 1903.

Question 11

“Lord Lansdowne rather than Sir Edward Grey was the more responsible for the deteriorating relationship between Britain and Germany in years 1902 to 1911.”

How valid is this view? (20 marks)

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

Marks as follows:

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

Indicative content

The proposition does not follow the view put forward by Charmley that it was the arrival of Lord Grey at the Foreign Office that was the fundamental turning point in British foreign policy, because Grey allowed the discussion to go beyond the terms set by Lansdowne. However, candidates need to consider whether the decision to sign the Anglo-Japanese Treaty in 1902 was not in fact the first major step in the re-orientation of British foreign policy. The treaty with Japan allowed the British to concentrate more of their navy in home waters to counter the threat from Germany. The subsequent naval talks with France can be seen as simply building on this policy through the division of responsibilities in the Mediterranean. Charmley’s argument is that Grey, a Liberal Imperialist, deliberately led Britain into an unwritten alliance with France which had moral force. He also sees the treaty with Russia in 1907 as Grey’s continued focus on Germany as the real enemy. Lord Salisbury felt Lansdowne had made a fundamental shift in entering into the entente with France, a change in Tory policy which only came after Balfour replaced Lord Salisbury as PM. Candidates may challenge this politician centred view by referring to the attitude of the Foreign Office encapsulated in Eyre Crowe’s memo. (1907)

Question 12

“A period of very little progress.”

How valid is this view in relation to the political and economic status of women in the years 1880 to 1914? (20 marks)

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

Marks as follows:

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

Indicative content

As the question deals with both political and economic change, there is room for candidates to argue differently depending on what aspect of women’s lives they are considering. Clearly some candidates may focus exclusively on the women’s suffrage movement and will therefore restrict themselves to Level 2. Stronger answers will point to the gains made by women under the Parish Councils Act (1893) and the belief that a majority of the Liberal Cabinet (1906-1914) believed in enfranchising women, but Asquith was personally opposed. However, the parliamentary franchise remained out of reach partly because of the militancy of the Pankhursts. For upper class women, their economic dependence upon men remained as did their role as the producers of heirs to the title. For a few middle class women there were some openings in the professions and female education increased substantially, with the London Collegiate School being a pioneer establishment. There is some evidence that the declining birth rate amongst the middle class may reflect a higher status for women, but it is also likely to reflect the growing cost of private education. Whatever the reason, Edwardian campaigners for national service and Empire were very critical of it. The campaign against child prostitution and the consequent raising of the age of consent may also be seen as an example of women’s views being taken more seriously. For working class women there was little, if any, improvements unless their husbands were skilled men.

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

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

How valid is this view of the importance of commercial considerations in British policy in West Africa in the years 1880 to 1895? (10 marks)

Target: AO1.1, AO2

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

Indicative content

West Africa saw strong commercial interest linked to Lancashire, Manchester in particular, and Birmingham. This fits neatly into the Marxist-Leninist view of the Scramble as being motivated by the desire to secure raw materials. Goldie is the driving force in West Africa and candidates can use him to illustrate the ‘Men on the Spot’ theory. There were also moral overtones as rubber plantations replaced slavery as a source of wealth for local tribal leaders. The source focuses on the role of the elite in London, and therefore a metropolitan view, and so this provides the contrast with the essentially local factors listed above. In evaluating the source candidates are likely to refer to Germany and the Berlin Conference on West Africa (1885) which established the rules which led to the Scramble for Africa. The French saw West Africa in the context of their overall rivalry with the British in Africa and Britain’s involvement may be viewed as imperialism or a reluctant response to aggressive moves by other European powers. Own knowledge of **alternative interpretations** is needed for Level 3.

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

How useful is **Source B** as evidence about the role of Gladstone and his government in the expansion of British interests in Egypt in the years 1880 to 1885? (10 marks)

Target: AO1.1, AO2

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

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

Indicative content

In less effective answers the candidate may simply identify the view in the source that Britain went to war to protect British investments. To reach Level 2 the explanation will be more detailed, e.g. by referring to the bombardment of Alexandria (1882) when Britain's position was threatened but she still sought support from France for her intervention. The source does not make reference to other countries and their interests or to the broader geopolitical rivalry, e.g. the French involvement in the administration of Egypt and the Suez Canal. More analytical answers will assess the situation more critically, e.g. being aware that there is an argument that shareholder pressure was a major influence on British policy, indeed that Gladstone had substantial Egyptian bond holdings. Candidates may also refer to the outcry arising from the death of Gordon fuelled by a jingoistic press as pushing Gladstone further than he wanted to go or to Disraeli having made it difficult for successive governments to limit their involvement in Egypt by purchasing canal shares in 1875, a criticism made at the time of the purchase. Stronger answers will show explicit awareness of the wider context, e.g. the way in which countries such as Germany made Britain's position in Egypt a bargaining tool elsewhere in Africa, therefore Britain became less reluctant to assert control in Egypt. The continuing unrest in the Sudan after 1882 would have been difficult for any government to ignore.

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

“Without the ‘Men on the Spot’ there would have been no Scramble for Africa.”
How valid is this view in explaining British expansion in Africa between 1880 and 1895?
(20 marks)

Target: AO1.1, AO1.2, AO2

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

Or

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

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

Indicative content

Sources C and D make the case that the ‘Men on the Spot’ were critical in East Africa and South Africa whereas the information in Source A focuses on the counter argument that expansion was based on the wishes of a Metropolitan elite and therefore follows the line of Cain and Hoskins with regard to gentlemanly capitalism. Source B supports Source A by alleging that expansion in Egypt was driven by the needs of bondholders, i.e. wealthy investors such as Gladstone. However, the debate over Britain’s part in the Scramble for Africa ranges far more widely and candidates should mention other theories. They may want to discuss trade; for example, the Marxist view that the desire to control trade through the Suez or the pressure from Manchester and Liverpool, as well as Birmingham, in support of Goldie in West Africa drove expansion. From their own knowledge, candidates are likely to introduce further information on the ‘men on the spot’ such as Goldie’s role in West Africa and the very reluctant support given to expansion in East Africa by Salisbury and Gladstone or to provide further arguments for trade such as East African coffee. The involvement of the other European powers may be used to bolster the Metropolitan view of expansion. More sophisticated responses may relate the evidence to conceptual areas such as the role of the City of London in supporting overseas investment at the expense of domestic capital formation and juxtapose this against the views of Marxist historians. Candidates may also refer to humanitarian and religious motives in supporting the extension of British rule as well as the actions of individuals such as General Gordon which support Robinson and Gallagher’s view regarding the importance of events on the periphery. Candidates are likely to develop responses which includes views on Rhodes as crucial in South Africa and even Lord Crowe in Egypt. Explicit references to historiography are necessary for Level 3 and above since the candidates are asked to evaluate ‘the view’.