



**General Certificate of Education  
June 2010**

**A2 History 2041**

**HIS3G**

**Unit 3G**

**British State and People, 1865–1915**

**Final**

***Mark Scheme***

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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for A2

The A2 History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since a good historian must be able to combine a range of skills and knowledge. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, candidates will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to '*think like a historian*' and show higher order skills. As indicated in the level criteria, candidates will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 candidates will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able candidates.

## **CRITERIA FOR MARKING GCE HISTORY:**

### ***A2 EXAMINATION PAPERS***

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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##### **Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- The way the answer is brought together in the conclusion

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June 2010

**A2 Unit 3: The State and the People: Change and Continuity**

**HIS3G: British State and People, 1865–1915**

**Question 1**

- 01** To what extent did British governments succeed in ‘pacifying’ Ireland in the years 1868 to 1914? (45 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Standard Mark Scheme for Essays at A2**

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical
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understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written.

**38-45**

### Indicative content

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates will need to assess the extent of success by British governments in pacifying Ireland throughout the period and balance this against the problems faced. They may also take a thematic (rather than narrative or descriptive) response which may include different approaches such as differentiation between Liberal and Conservative governments' policies and actions, or by considering reform, use of coercion and strength of opposition to governments. The context should be that of Irish nationalist demands for religious, land and particularly political reforms, together with appreciation of the changing political scene at Westminster and strength of unionist opposition. Throughout responses will be selective in the choice of evidence in assessing the degree of 'pacification' achieved.

Candidates may refer to some of the following material in support of 'reform' policies and actions pursued by governments:

- Disestablishment and Disendowment of the Church of Ireland (1869)
- Gladstone's 1870 Land Act
- Gladstone's Irish University Bill (1873), which failed.
- Gladstone's 1881 Land Act (granting the '3 Fs')
- Kilmainham Treaty (and reaction to the Phoenix Park murders)
- The Conservative Ashbourne Land Act (1885)
- Conservative brief flirtation with granting Home Rule in 1885
- Gladstone's conversion to Home Rule and his first Home Rule Bill (1886). Consequences of failure
- Balfour's Land Acts of 1888 and 1891 (to encourage emergence of 'peasant proprietors')
- Gladstone's Second Home Rule Bill, defeated by the Lords and implications for the prospects of Home Rule being achieved
- Wyndham's Land Purchase Act (1903)
- Wyndham's abortive proposals for 'devolution' (1904)
- (Following the outcome of the 1910 General Elections) the Parliament Act (1911) and Third Home Rule Bill (1912–1914).

Nevertheless there are a number of other factors to consider, notably the main attempts at coercion (beyond the 'normal' government and policing by Britain):

- negative and generally repressive policy under Disraeli's government (1874–1880)
- Gladstone's 1881 Coercion Act
- suppression of Irish Nationalists' obstructionism in the Commons
- imprisonment of Parnell
- suppression with use of a further Coercion Act by (Chief Secretary) Balfour (in Salisbury's second government) against the Plan of Campaign and National League.

Furthermore, candidates may consider opposition at the end of the period to British governments' attempts to pacify Ireland:

- strength of Ulster Protestant/unionist opposition to Home Rule
- support of the Conservatives for that opposition
- emergence of the Gaelic League, Sinn Fein and republicanism
- arming of the Ulster Volunteers and Irish Volunteers, and prospect of civil war in 1914
- the Curragh 'mutiny'.

In conclusion, candidates may argue that the outbreak of the First World War possibly saved Ireland from an outbreak of civil war and that in 1914 there was in general support for Britain in the War from both nationalists and unionists which at the time seemed to provide optimism for the future, but over the whole period from 1868 Ireland had clearly not been fully 'pacified' by British governments.

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**Question 2**

- 02** 'The Conservative government of 1874 to 1880 did more than the Liberal government of 1868 to 1874 to improve the condition of the working classes in Britain.'  
How valid is this assessment? (45 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Standard Mark Scheme for Essays at A2**

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**
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## Indicative content

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates will need to identify and evaluate, in a comparison, the reforms of the two governments pertinent to improving the condition for the working classes. They may make a judgement 'either way', though should give balanced consideration to the reforms of both governments.

Candidates may refer to some of the following material in support of improvement made through the main reforms introduced by Gladstone's government:

- Elementary Education Act
- Ballot Act
- Trades Union legislation
- Licensing Act
- some army reforms.

They may refer to some of the reforms introduced by Disraeli's government:

- Public Health Act
- Food and Drugs Act
- River Pollution Act
- Artisans' Dwellings Act
- Factory Acts
- Conspiracy and Protection of Property (Trade Union) Act
- Employers and Workmen Act
- Sandon's Education Act.

Nevertheless there are a number of other factors to consider:

- most of the Liberal legislation did not do much to improve social or living conditions, though led, for example, to wider access to schooling and the attempt to end intimidation in voting
- though the Liberal Trade Union Act legalised unions, workers in general were displeased with the Criminal Law Amendment and also the Licensing Act
- the Cardwell army reforms did introduce a more humane regime for the ordinary soldier
- much of the Conservative legislation directly affected conditions of working class life
- disease was attacked through purer water supply, better sanitation and waste disposal (though effects of the Act can be exaggerated, given the squalor remaining in the late 19th century)
- food quality in general was improved
- rivers were in general less polluted
- housing for some of the working classes, notably in Birmingham, was improved
- the 1874 Factory Act was highly significant in limiting the working day to 10 hours and forbade the employment of children under the age of 14
- picketing was legalised. Breach of contract between employer and worker became a civil rather than a criminal matter
- the 1876 Education Act was a further step to compulsory education and provided compensation for some parents for loss of their children's earnings.

Furthermore, candidates may:

- note that Liberal Acts abolishing privilege in the civil service, older universities and indeed the army were hardly relevant to the majority in the working classes
- consider R.A Cross as responsible for much of the Tory legislation improving conditions, though Disraeli himself was mainly responsible for 'Tory Democracy'
- point out that much of the Tory legislation was permissive and most local authorities did not use the legislation to the extent that Birmingham did.

In conclusion, candidates may point out that historiography has favoured Disraeli's government in terms of improving the lives of the working classes in general. However, it did not remove privilege as Gladstone had done. The Liberal Prime Minister had widened opportunities for people, perhaps most clearly through educational reform for those in the working classes.

**Question 3**

- 03** To what extent was the departure of Lord Salisbury from government in 1902 the main factor in the ending of 'splendid isolation' by 1907? (45 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Standard Mark Scheme for Essays at A2**

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates will need to assess to what extent the change in foreign policy from splendid isolation was due to Salisbury's departure and balance this against other reasons for change to 1907. They may also question whether 'splendid isolation' was a firm policy and the extent to which British foreign policy had actually changed by 1907.

Candidates may refer to some of the following material in support of the premise that Salisbury's departure was responsible:

- Salisbury was the dominant statesman in the late 19th century and until 1902 his policy has been described as 'splendid isolation', but this view is open to challenge
- he believed that the British Empire was so strong and large that Britain had no need of close relations with any European power
- absence of serious entanglement with any of those powers while he was Prime Minister confirmed the justification for splendid isolation
- Salisbury put a stop to Chamberlain's attempts at establishing a possible alliance with Germany.

Nevertheless there are a number of other factors to consider:

- even before Salisbury's departure splendid isolation had begun to look dated. Britain already had concerns about other powers which were difficult to handle in isolation
- French activity in North Africa and especially the Fashoda clash in 1898
- diplomatic isolation and hostility towards Britain during the Boer War
- concern over Russian activity/expansion in the Far East which led to the Anglo-Japanese Alliance, signed in 1902, six months before Salisbury's resignation
- concern over German policy, e.g. William II's Weltpolitik, the Kaiser's self-appointed role as chief critic of Britain during the Boer War, blueprints for a large German fleet, plan for a Berlin-Baghdad railway, commercial rivalry.

Furthermore, candidates may place great weight on the period after Salisbury's departure where change in policy was due to many factors not connected with the former Prime Minister:

- though the change from an isolationist policy had initially been produced by concern over Russia and France, it largely continued, with major changes in British foreign policy because of increasing concern over Germany.
- policy of Lansdowne as Conservative Foreign Secretary.
- with Germany becoming regarded as the main potential threat to Britain, as well as to France, the signing of the Entente Cordiale (1904)
- perceived threat of the German navy and the ensuing naval race
- British support for France in the Moroccan crisis of 1905–1906. Britain's reaction to Germany centred on fears of the German naval threat and challenge to Britain's (as well as France's) imperial role
- closer military co-operation between Britain and France following the Moroccan crisis.
- the Anglo-Russian Entente following the diminished threat from Russia in the Far East after her defeat by Japan (1905).

In conclusion, candidates may consider the extent to which Britain did move away from Salisbury's policy of splendid isolation. The intensity of the naval race especially over the building of 'dreadnoughts' can be seen as a major factor, even by 1907. This German naval challenge was seen as the continental military and economic giant moving into Britain's traditional sphere of empire and naval supremacy. This was the main factor, as perceived by government and public, in the challenge to Britain's pre-eminence in the world. On the other hand Britain's lack of commitment to any military alliances with France and Russia possibly indicated that isolationism had not disappeared completely. Britain maintained freedom from full military commitments (except to Japan). Clearly challenge from Germany was the driving force for change in British foreign policy from 1898 to 1907, but the reasons for change from splendid isolation in the earlier years were more complex and included the removal of Salisbury's direction of policy as just one factor.