



**General Certificate of Education
June 2013**

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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

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Generic Introduction for AS

The AS 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 students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**A2 EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

June 2013

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

HIS3G: British State and People, 1865–1915

Question 1

- 01** How successful was Disraeli in dealing with the Eastern Crisis in the years 1875 to 1878? (45 marks)

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

Generic 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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. | 26-37 |
| L5: | Answers will show a very good 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 well-structured and fluently written. | 38-45 |
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Indicative content

Note: This content is not prescriptive and students 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.

Students will need to identify and evaluate the degree to which Disraeli was successful in dealing with the Eastern Crisis during these years. They may also refer to Disraeli's policies and actions as a short-term attempt to deal with the Crisis.

Students may refer to some of the following material in support of the view that Disraeli was successful in dealing with the Eastern Crisis in the years 1875 to 1878:

- he turned around public opinion which initially supported Gladstone's condemnation of the 'Bulgarian atrocities' to support for traditional British policy of maintaining the Ottoman Empire and more particularly opposition to Russian expansion
- Disraeli asserted Britain's own foreign policy against that of the Dreikaiserbund, France and Italy by refusing to sign the Berlin Memorandum in June 1876, but instead sent the fleet to the Dardanelles
- Disraeli's threatening of war against Russia ended the Russo-Turkish War and Russia's advance towards Constantinople
- the Congress of Berlin was a triumph for Disraeli. The 'Big Bulgaria' (of the San Stefano Treaty) was broken up and Russia denied coastal access to the Mediterranean.
- Britain gained Cyprus as a base for monitoring of, and if necessary action against, any future Russian aggression against Turkey or in the Balkans
- Disraeli had achieved 'peace with honour' in the Treaty of Berlin which largely favoured Britain, had diminished Russian gains and maintained the Ottoman Empire.

Nevertheless, there are a number of other factors to consider:

- the weak Ottoman Empire had been further weakened by the nationalist uprisings and particularly defeat in war by Russia, suffering the imposition, however short-lived, of the Treaty of San Stefano
- the new 'independent' small Bulgaria was under the influence of Russia
- Disraeli failed to recognise the importance of nationalism in the Balkans. Little was done to prevent future nationalist opposition to Turkish rule. In the words of Salisbury 'Britain had backed the wrong horse'
- the Congress of Berlin did not bring a permanent solution to the Eastern Question. Russia could in the future be in a position to support nationalist movements in the Balkans and her own strategic interests.

Furthermore, students may:

- note that the Congress of Berlin brought only a short-term solution of the Eastern Crisis but that underlying issues of a weak Ottoman Empire, Balkan nationalism, backed by Russia and opposed by Austria-Hungary were not resolved.

In conclusion, students may:

- argue that Disraeli had dealt with the Crisis of 1875–1878 through military threat and diplomatic victory in the Congress of Berlin, but that the constituents of the Eastern Question had not been resolved.

Question 2

- 02** 'Conservative dominance in the years 1886 to 1906 was due to effective leadership.'
Assess the validity of this view. (45 marks)

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

Generic 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 an 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 good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good 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 well-structured and fluently written. **38-45**
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Indicative content

Note: This content is not prescriptive and students 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.

Students will need to identify and evaluate the extent to which Conservative dominance was due to effective leadership and balance this against other factors accounting for that dominance.

Students may refer to some of the following material in support of the view that Conservative dominance was due to effective leadership:

- the qualities of leadership of Salisbury of both the Conservative Party and as Prime Minister for the greater part of the period
- Salisbury's policies on Ireland including total opposition to the granting of Home Rule, promoting expansion of the empire and making some domestic reforms (e.g. on local government, abolition of elementary school fees, housing, limits on hours of work for women and ending of child labour under the age of 11, and the Allotments and Smallholdings Act)
- Salisbury appealed to the middle classes ('Villa Tories') by allowing cautious reform and promoting imperialism
- Salisbury allowed Middleton to improve party organisation in this period
- the so-called policy of 'splendid isolation' prevented Britain becoming involved in affairs which were not of direct interest
- under Salisbury the Conservatives won the General Elections in 1886, 1895 and the Khaki Election in 1900 with significant majorities
- the astute 'political alliance' made with the Liberal Unionists especially from 1895 and Conservative gain by having Chamberlain as another effective leader of the Unionist Parties.

Nevertheless, there are a number of other factors to consider:

- at the beginning of the period Gladstone and the Liberals were already losing popularity because of foreign policy and particularly the death of Gordon
- the Liberals were in decline during most of the period and especially after the final retirement of Gladstone when no other leader matched the prowess of Salisbury
- the Liberal Party split over Home Rule benefited the Conservatives with the Liberal Unionists consistently voting with the Conservatives on most issues
- the Liberal Home Rule policy portrayed the Liberals as a one issue Party and was unpopular in Britain, clearly benefiting the Conservatives especially in the Elections of 1886 and 1895
- the Liberals were also divided over imperialism.

Furthermore, students may:

- recognise that the Liberals were in government from 1892–95 (although only because of Irish Nationalist support)
- appreciate that Conservative dominance declined rapidly from 1902 under the comparatively ineffective leadership of Balfour, who effectively 'gave up' by resigning at the end of 1905
- recognise the swing of the 'political pendulum' after two decades of Unionist rule which was clearly ebbing between 1902 and 1906 with Unionist policies on education,

licensing, the Taff Vale case, 'Chinese slavery' and, above all, their divisions over tariff reform

- see that Irish Home Rule was no longer such an important or pressing issue making the Liberals unpopular as it had been in elections in the late 19th century
- recognise that the Liberals had reunited after the Boer war under Campbell-Bannerman especially around opposition to Balfour's Education Act, the Licensing Act and particularly in opposition to tariff reform.

In conclusion, students may:

- argue that effective leadership was limited to Salisbury (and possibly Chamberlain), but that Balfour was ineffective so that Conservative dominance did not cover the whole period of 1886–1906
- argue that reasons other than effective leadership such as Gladstone's and Liberal policies on Ireland were responsible for Conservative dominance for most of the period.

Question 3

- 03** 'By 1915 the Liberal Party was fundamentally different from what it had been in 1865.'
Assess the validity of this view. (45 marks)

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

Generic 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**
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- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
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Indicative content

Note: This content is not prescriptive and students 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.

Students will need to assess whether the Liberal Party by 1915 was fundamentally different from that of 1865 and balance this against arguments either that it was or that the change was limited.

Students may refer to some of the following material in support of the view that the Liberal Party was fundamentally different by 1915:

- in terms of political philosophy at the beginning of the period classical Liberalism stood for individual 'freedom to' do things, e.g. free speech, freedom of association and a 'laissez-faire' approach meaning limited interference by the state. The last of these 'principles' was well-illustrated by the nature of the reforms of Gladstone's first and second ministries. Historians have often referred to 'Gladstonian Liberalism', whose concepts ('Peace, Retrenchment and Reform') remained largely in place until the late 19th century. In contrast in the 20th century Liberalism and 'New Liberalism' in particular, much supported by Lloyd George and Churchill, placed emphasis on collective state action especially to promote 'freedom from' such evils as poverty to help in particular 'the deserving poor' and also to promote 'national efficiency'
- the Liberal Party as such hardly existed in 1865, but in the next two years and during Gladstone's first government the relatively loose combination of Whigs, Peelites and Radicals moved closer together. Though the Party experienced the major split over Irish Home Rule in 1886 with the defection of Chamberlain and the Liberal Unionists, and experienced other divisions, for example over imperialism and the Boer War, by c1903 it had changed significantly to become a largely united and relatively close-knit Party
- the contrast between Gladstonian Liberalism's largely administrative reforms and the welfare reform of the Liberals in 1906–14. The latter meant increased government expenditure in contrast with previous Liberal policy on lower taxation
- opposed to Irish Home Rule until 1886, the Party (apart from the Unionists) turned policy completely around to support Home Rule and initiated it between 1912 and 1914
- in foreign policy the change from Gladstone's largely conciliatory approach and limitations on the growth of the empire ('Little Englandism') to Britain playing a leading role in world affairs, particularly supported by Liberal imperialists ('Limps'), with entente friends in the 20th century
- though the Liberal Party was largely supported by many in the middle classes and Nonconformists, from 1867 it gained substantial support from working-class voters, but had to work hard to keep working-class support with the growth of the attraction of socialism and the Labour Party. This concern of the Liberals about Labour was well-illustrated by the electoral pact of 1903
- the First World War saw, as early as 1915, a major shift especially by Lloyd George, through necessity in fighting what came to be recognised as 'total war', in the role of the state and its relationship to its citizens in terms of politics (including formation of a coalition government), the wartime economy and society.

Nevertheless, there are a number of other factors to consider:

- not all Liberals abandoned Gladstonian Liberalism and tensions emerged with 'New Liberals', which were exacerbated by division about the extent of state power and control in the conduct of the Great War in 1914 and especially 1915

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- the Liberal Party remained consistently in favour of free trade, its main economic policy, throughout the period, and was overwhelmingly successful in defending the policy in the 1906 General Election
 - support for and policies on temperance were sustained throughout the period
 - 'self-help' remained a key principle in both classical and 'New' Liberalism
 - Gladstonian Liberalism had initiated some social reforms, e.g. on public health and education, notably the Education Act of 1870 introducing 'state' schools
 - foreign policy did not change that significantly in that even Gladstone was prepared to defend British imperial interests at times, e.g. in Egypt and Afghanistan. Despite differences between 'New Liberal social reformers' and Liberal imperialists ('Limps') in the 20th century over foreign policy and defence (expenditure), all were essentially united over concern about German policies, well-illustrated by Lloyd George's speech at the time of the Agadir crisis in 1911
 - electoral support for the Liberals remained mainly in the urban areas throughout the period.

Furthermore, students may:

- point out that the Liberal Party remained as one of the two leading parties in British politics throughout the period
- argue that the Liberal Party (like other Parties) experienced internal differences and divisions throughout the period
- consider the debate about the long-term reasons for the decline of the Party.

In conclusion, students may:

- give a balanced view that, whereas the Liberal Party was significantly different by 1915, there were principles and some policies which had not changed, or if they had, e.g. over Ireland, were then sustained
- assess whether 'fundamentally different' is appropriate in describing the extent of change by 1915.