

GCE 2005
January Series



Mark Scheme

History Alternative Q Units 2 and 5 *(Subject Code 5041/6041)*

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.

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Dr Michael Cresswell Director General

CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

A: INTRODUCTION

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

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

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

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

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

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

Level 5:

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

Exemplification/guidance

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

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

D: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

So, is the response:

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

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

Alternative Q: Britain, 1815-1914**AS Unit 2: Britain, 1815-1841****Question 1**

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

Explain briefly the meaning of “the Tory party” in the context of Britain in the years 1827 to 1832. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. that they were the party opposed to the Whigs. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. that they were a group of politicians who were generally opposed to Reform but were divided for a number of reasons such as their bitterness towards Peel and Wellington over Catholic emancipation and/or were moderates who wanted to continue the reforming policies of the Liverpool era. **2-3**

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

Explain how useful **Source B** is as evidence about the role of Wellington as Tory leader in the years 1827 to 1831. (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 B argues that Wellington was a major source of political polarisation. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. that Wellington tried hard to form a government opposed to reform but was compromised in his attempts to lead extreme Tory opinion by his surrender over Catholic Emancipation in 1829. The positive view in the source implied by the last line is highly conditional and may be contrasted with the popular violence directed against him which is accurately reflected in the opening lines. **3-5**

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. points out that Wellington was one of the major players but that there were strong impersonal forces at work such as the influence of Liberalism in France as well as other key players such as George IV and William IV. **6-7**

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

“The most important reason for the political crises of the period 1827 to 1830 was the resignation of Lord Liverpool in 1827.”

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

Target: AO1.1, AO1.2, AO2

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

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* 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

From the source: the candidates can identify from Source A a lot of relevant material relating to both the long and short term causes of the political turmoil of the years specified. Source B provides the role of the Duke of Wellington as another contributing factor whilst Source C makes it clear that it was a time of political change.

Candidates can then introduce own knowledge on the way in which Lord Liverpool's resignation opened up the issues of Catholic Emancipation and Reform, which not only divided the parties but also created divisions within parties. They may blame Canning for his insensitivity or Goderich for his incompetence. Evans suggests that Lord Liverpool's ministry lacked public support and that this became evident once Liverpool resigned. However, others may argue that the economic success of the administration in the 1820s has made it very popular and it was those who followed who caused division. Lord Liverpool's death released all the forces which had been building up in the Tory party – his successors lacked his skill and maturity.

Question 2

- (a) Comment on the term “democratic rights” in the context of Britain in the years 1838 to 1841. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that the Chartists were a movement for universal suffrage. 1
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that the Chartists had a charter and petitioned parliament unsuccessfully and that their demands included annual parliaments to ensure more government accountability. 2-3

- (b) Explain the reasons why Chartism gained support in the years 1835 to 1841. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the economic situation led to discontent. 1-2
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the working class felt betrayed by the middle class in 1832 and they also bitterly resented the New Poor Law. This, combined with economic recession, led to a high degree of social unrest. 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. suggests a clear hierarchy of causation by suggesting a rank order for reasons why Chartism gained support in this period. 6-7

- (c) Explain the importance of economic and social developments, in relation to other factors, in leading to the fall of the Whigs in 1841. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. **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

This question brings together all the material on the Chartists and the impact of economic and social developments in this period as well as other reasons for the fall of the Whigs. In the early period after 1815, the problems of returning to a peacetime economy caused widespread unrest. The transition to factory production is the root cause of Luddism and the March of the Blanketeers, as well as the violent protests against the Corn Laws. Popular rioting at the time of the Reform Crisis reflected the limited representation of the manufacturing districts. The hostile reaction to the New Poor Law partly reflects the failure of the act to recognise cyclical unemployment. This bitterness is reflected in the frustration evident amongst the “physical force” wing of the Chartists. The rise of the Tories under Peel may also be linked to growing middle class concern regarding social unrest. The poor state of the economy and Peel’s pledge to end Whig budget deficits are also relevant. The limited nature of each of the Whig reforms (each creating a discontented group) and the view within the political class that Whig power after 1835 (Lichfield House) and 1839 (Bedchamber) was increasingly illegitimate.

Question 3

- (a) Comment on “Latin America” in the context of British foreign policy in the period 1815 to 1830. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that Latin America was a place where Britain was keen to protect her trading interests. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that in this period Britain sought to protect its interests by supporting independence from Spain and through accepting the Monroe Doctrine (1823) and candidates may quote Canning’s ‘New World’ speech. **2-3**

- (b) Explain the reasons for Canning’s and Wellington’s support for Greek independence in the years 1825 to 1830. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. that Canning was a romantic Hellenist. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. that they were keen to limit the power of Russia and therefore used the Greek nationalist cause to further British aims. Award a maximum of Level 2 if no reference to Wellington. **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. suggests that Canning was a more genuine supporter of the Greeks and that Wellington hated the Russians and almost helped the Greeks without wanting to. **6-7**

- (c) Was gaining trade advantages the most important factor influencing British foreign policy under Castlereagh and Canning in the years 1815 to 1827? Explain your answer. (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

Trade was an important goal since economic recovery was a major requirement for Liverpool's government after 1822. This is shown in the desire to develop opportunities in Latin America. Canning was very unsympathetic to the Holy Alliance and therefore allowed the Congress System to wither. Canning is famous for appearing to support revolutionary movements in Portugal and Latin America whilst benefiting British trade. However, there were other motives in foreign policy. Canning is seen as a supporter of liberal independence movements such as the Greek rebels, a cause which Wellington also contrived to assist despite his general hatred of revolutionary movements. Candidates may challenge whether Wellington meant to assist the Greeks but his handling of the situation materially contributed to the defeat of the Turks. Britain's acceptance of the Monroe Doctrine (1823) may be offered as a success (less convincing) or successful presentation of defeat by Canning – either way it does protect British Trade.

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 the sources agree that Britain was successful at the Congress of Berlin in 1878? (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

Both sources show that Disraeli and Salisbury were feted upon their return to England and it is clear that Russian ambitions have been blocked. Source B gives more space to recording the arguments of contemporary critics. Source A describes Berlin as the greatest moment in Disraeli's career whilst Source B only mentions the award of the Garter. Both sources agree upon the importance of the Eastern question and Source B puts the agreement in context as the best "without bloodshed". Source A lays out the key areas of policy and stronger answers may use this as a framework within which they can introduce own knowledge regarding Britain's success in overturning the Treaty of St. Stephano which Russia had tried to impose upon the Turks. Candidates may also link Cyprus to the Suez Canal. Candidates may challenge Disraeli's claim to having brought peace by reference to Disraeli's own part in escalating the crisis by his rejection of the Berlin Memorandum and the despatch of the Royal Navy.

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

“A triumphant period for Disraeli but not for Britain.”

How accurate is this view of Disraeli’s foreign policy in the years 1874 to 1880?

(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

As Source B states, there were contemporaneous charges that the agreement enhanced Disraeli’s prestige but did little for Britain. The occupation of Cyprus was nice but Britain already had Malta and it was debatable how much Cyprus would assist the Mediterranean Fleet if it faced a Russian fleet exiting the Aegean. The Turks had massacred the Bulgarians in 1875-1876 causing an outcry which meant many liberals were unconvinced by a policy of supporting Turkey, even against Russia whose regime also was deeply detested. Disraeli gained the Garter having pursued an anti-Russian policy much to Queen Victoria’s delight. Some candidates may use own knowledge to challenge Derby’s view given that he had been forced out of the Cabinet because the Queen and Disraeli opposed his approach of negotiating quietly with Russia. Derby was married to Salisbury’s step-mother whom Salisbury believed to have begun an affair with Derby before his father’s death; and Salisbury believed that Lady Derby was passing Cabinet secrets to the Russian ambassador. Disraeli’s decision to create the title Empress of India consolidated his standing with the Queen but did little for

Britain, whilst his wars against the Ashanti and the Zulus included serious disasters and drove his finances into deficit, which helped to cost him the 1880 election.

OR 1880-1914

Question 2

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

To what extent do the sources agree on 1905 being a key date in British foreign policy? (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 sees 1905 as significant because the policy of naval co-operation with France was already in place and therefore the moral obligation that was to lead to war in 1914 already existed. Source B also sees 1905 as critical but because it marks the transition from the cautious Landsdowne to the secretive Liberal Imperialist germanophobic Grey. The sources agree that British foreign policy was in transition but present different ideas on the key turning point. Relevant own knowledge on the naval race with Germany can be seen to support either argument as the race intensified after 1905, but the decision to build Dreadnought had already been taken by the Conservative government though it was not completed until February 1906 when the Liberals were in power. The military discussions with France took place before and during the election year of 1905 so this would support both sources in seeing 1905 as the crucial year.

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

“Naval rivalry, rather than support for France, led Britain into conflict with Germany in 1914.”

How accurate is this assessment of British foreign policy in the years 1905 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

Whether 1905 was crucial in the way Sources A and B argue, there is evidence in both that naval rivalry with Germany was a key issue. Own knowledge regarding the naval race is likely to centre on Dreadnought and the 1909 Budget and may include references to the German naval laws of 1897/1900/1907 as spurs to British action. The reluctance to form a formal alliance with France is clear from the reaction of Parliament to the growing crises over Morocco etc., and Grey’s inability to commit Britain to France’s aid until the Cabinet could be united around using Belgium as a *casus belli*. The French Ambassador famously asked on the eve of war of the British government knew the meaning of the word ‘honour’. Popular novels such as “*Riddle of the Sands*” fuelled British suspicion of German naval development.

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

To what extent were the aims of the Chartists more important than internal disagreements in leading to the collapse of the Chartist movement by 1848?

(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 aims and the 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 and this therefore divides the Chartist movement. They may see the root of failure lying in a divided movement in which working class radicals lost moderate middle class support. However, some candidates will argue the government simply ignored the Chartists when peaceful protests took place and therefore neither explanation offered is entirely satisfactory. Other candidates may argue that it was the aims which caused the Chartists to fail because they were so unrealistic. The central counter argument is that 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.

Question 4

“Peel’s government promised much and achieved little.”

How accurate is this view of Peel’s ministry in the years 1841 to 1846? (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 quotation strikes at the paradoxical contrast between the talent available to Peel and the government’s final defeat by an alliance of rebel Tories, dissident Irish MPs and the Liberal opposition which was united only in its determination to regain office. Peel himself, though a double-First at Oxford, proved to be an increasingly aloof leader who had lost the confidence of his backbenchers. The divisions over the Maynooth Grant contributed to the lack of trust amongst Conservative MPs by the time of the crisis over the Corn Laws. Gladstone had resigned over Maynooth but his support for Peel over the Corn Laws highlights the way in which the country gentlemen had become divorced from the men of business. However, candidates are likely to see the policy of moving towards free trade as one of the

government's successes and its greatest legacy, alongside the Bank Charter Act. Peel's ministers also restored the government's financial stability and the economy improved considerably – in line with the promises made at the General Election of 1841.

Question 5

To what extent was the 1867 Reform Act more the result of public pressure than of political principle? (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 public debate over reform had begun to be aired after Gladstone's famous response to Baines' motion in 1864; but Palmerston prevented any moves towards reform whilst he was alive. Palmerston's death therefore released a pent-up debate about reform not only by changing the political climate but also by bringing Russell, a committed reformer, to the premiership. The Liberal commitment to reform led to legislation being introduced. Candidates are then likely to argue that, after defeat of the Liberal bill, it was the attitude of Disraeli that was crucial. His decision, agreed by Derby, and supported by the backbenches, that the Tories would stay in office by passing their own reform act helped to ensure a bill was passed. In this context, extra-parliamentary pressure such as the Hyde Park Riots seems less crucial except perhaps in convincing Conservative MPs that some degree of reform was essential. Stronger candidates may point out that Disraeli often did not understand the details and therefore ignorance as well as the desire for electoral advantage were motives in the passing of the bill.

Question 6

“Railways were more important than Free Trade in promoting economic growth in Britain in the years 1841 to 1886.”
How accurate is this assessment? (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 expansion of the railways, supported by legislation on joint-stock companies, was a major factor in economic growth. The expansion of the markets available to Wedgwood in Stoke on Trent and the ability of Birmingham gunsmiths to export to West Africa were aided greatly by the railways. The growth of the cities was also dependent upon the transfer of produce from countryside to the ever growing urban population. Until the 1870s free trade was also a major factor as it ensured a steady supply of raw materials at low cost and prolonged the competitive advantage enjoyed by Great Britain by keeping wages down due to low food prices. Britain's success was also based upon a low-wage economy and therefore British industry was slow to mechanise since the relative cost of capital investment was higher. Stronger candidates will argue that the statement is a much more accurate explanation for the period 1841 to about 1873 when the Great Depression began, than for the period 1873–1886.

Question 7

“British governments invariably took more notice of nationalist violence than of peaceful tactics.”

How accurate is this judgement on the impact of the Irish Question on British politics in the years 1848 to 1886? *(20 marks)*

Indicative content

Candidates are likely to appreciate that the quotation contains a considerable amount of truth but they should challenge it. The major successes for persuasion (peaceful tactics) were the Disestablishment of the Irish Church (1869) and the Irish Land Act (1870). Some candidates may also point to the attempt by Gladstone to establish more higher education and his decision to launch the Hawarden Kite. Butt's peaceful movement for Home Rule had no real impact on British rule. Candidates may focus on the failure of some of these attempts and may point to the obvious political motives for Gladstone's "conversion" in 1885. Candidates are likely to offer a similarly mixed view of the impact of violence. The Young Ireland movement had no real impact upon British rule in 1848 and the Fenians had only a limited impact despite the notoriety arising from Manchester and Clerkenwell. The Land War, with the accompanying violence and intimidation, ultimately ensured reform came. However, the Phoenix Park Murders hardened opposition to home rule.

Question 8

“Balfour not Chamberlain was responsible for the Conservative defeat in 1906.”

How accurate 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 asks candidates to weigh the causes of Tory defeat in 1906 and reach a judgement whether Balfour or Chamberlain bears the greater responsibility. Criticism of Balfour may well centre upon his allegedly weak leadership of a seriously divided Cabinet. Some candidates may lay more emphasis upon the education issue and the stronger ones may directly blame Balfour for the 1902 “Balfour” Education Act which angered Non-Conformists. The case against Chamberlain will centre upon his obsession with tariffs which gave the Liberals the opportunity to rally around the “Cheap Loaf”. Some may see that the causes of defeat lie in popular sentiment in the Tory grassroots which was in line with Chamberlain but was not reflected in the Cabinet where Balfour was famous for remarking that he would as soon listen to his valet as the Tory party conference.

Question 9

“Asquith not Bonar Law created the Home Rule crisis of 1912-1914.”

How valid is this judgement?

(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 asks candidates to consider how far Asquith’s “wait and see” approach was responsible for creating the crisis over Home Rule. Asquith misjudged the depth of opposition in Ulster and consequently remained inactive when he needed to provide leadership. He failed to ensure that the police and the army would be as active in preventing the smuggling of “loyalist” weapons and so he allowed the growth of the UVF which then sparked the founding of the Irish Citizen Arm and therefore a situation in which two armed groups faced each other. Asquith also failed to assert his authority as Prime Minister at the time of the Curragh mutiny. The failure to sack Napier, Gough and Haig only served to encourage others to defy the elected government. Bonar Law’s role was one of commission rather than omission. Recognising the unpopularity of Home Rule as a policy amongst English voters he pledged the Conservatives in support of open defiance of parliament and ultimately rebellion. Close political allies such as Milner were actively preparing to establish a separate Protestant state in Ireland, they had a currency ready to issue in August 1914 when events in Europe overtook those in Ireland.

Question 10

To what extent was political miscalculation rather than public pressure responsible for the parliamentary reforms of 1883-1885 and the Parliament Act of 1911? (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 Reform Act of 1884 and the accompanying Redistribution Act reflected the radical Dilke's belief that single-seat constituencies would free the Liberal Party from the shackles of Whig opinion and win support from rural labourers. In practice, the Tories gained their objective of strengthening their support in the boroughs and retained the loyalty of the vast majority of rural labourers. The Parliament Act was radical in that it finally ended the veto power of the House of Lords, but its impact on the distribution of power in Great Britain was very limited as the obstruction of the Home Rule Bill proved. The end of the veto paved the way for Irish self-rule and in that sense it was radical but the bulk of Liberal legislation was still vulnerable to amendment given that the Tories retained their solid majority in the Lords. This reform could have been avoided as Asquith was very reluctant to challenge the Lords. However, the constitutional talks broke down because the Conservatives believed they could win an election and that the King would not create peers. Lloyd George could see that any clash with the Lords would strengthen his claims to the Liberal leadership after Asquith and he was lukewarm over Home Rule, whereas the Irish backed the government believing that Home Rule would be enacted.

Question 11

“A period of declining support for the Liberal Party rather than for its values.”
How accurate is this assessment with reference to 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

The proposition reflects the idea that the ideas of a reforming middle class were less evident as the period progressed. The growth of Villa Toryism reflected the drift of lower middle class votes to the Conservatives. The growth of imperialism and nationalism was at variance with the strong pacifist traditions of the Liberal Party. Stronger answers may point out that Liberal Imperialists such as Grey and Haldane were themselves at variance with the rank and file on the Liberal backbenches. Other candidates may focus on Gladstone's unpopular commitment to Home Rule which made the Liberals unelectable. Other responses may

challenge the proposition by pointing to the Liberal election victory in 1880 and the landslide in 1906. The ambiguous position of the Liberal Party after the two elections of 1910 may be advanced in support of the proposition. Strong responses may question “values” by arguing that Liberal values were themselves changing from Gladstonian to New Liberalism.

Question 12

“The improved status of women owed less to the suffragettes than to economic developments.”

How valid is this view of the period 1880-1914? (20 marks)

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

Marks as follows:

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

Indicative content

As the question deals with both political and economic change there is room for candidates to argue differently depending upon what aspect of women’s lives they are considering. Some candidates may focus exclusively upon the suffragettes 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 into 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 have reflected the growing cost of private education.