



ASSESSMENT and
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GCE

History

Alternative Q: Units 2 and 5

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Registered address: Addleshaw Booth & Co., Sovereign House, PO Box 8, Sovereign Street, Leeds LS1 1HQ
Kathleen Tattersall: *Director General*

General Guidance for Examiners: AS and A2 examination papers**A: Introduction**

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

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

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

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

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

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

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

B: Exemplification of AS Level descriptors**Level 1:**

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

Exemplification/guidance

Answers at this level will

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

Level 2:

Either

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

Or

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

Exemplification/guidance

Either responses will have the following characteristics: they will

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

Or responses will have the following characteristics: they will

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

Level 3:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 4:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 5:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

C: Exemplification of A Level (A2) descriptors

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

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristic: they

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

Assertive responses: at this level, such responses will:

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

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

Level 2:*Either*

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

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

Analytical responses will have the following characteristics:

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

Level 3:

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

Exemplification/guidance

Level 3 responses will be characterised by the following:

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

Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

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

Level 5:

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

Exemplification/guidance

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

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

D: Deciding on marks within a level

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

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

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

So, is the response:

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

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

Alternative Q: Britain 1815-1914**AS Unit 2: Britain, 1815-1841****Question 1****(a) Use Source A and your own knowledge.**

Explain briefly the meaning of “tariffs” in the context of British history between 1815 and 1841.

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. tariffs were taxes on imports and/or exports, candidates may focus on the Corn Laws specifically. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. tariffs on trade. Supporters of free trade saw tariffs as impeding trade and as an obstacle to economic development. They will be able to explain how the Tories after 1822 reverted to a system of lowering tariffs and that the Corn Laws were the subject of radical criticism. **2-3**

(b) Use Source B and your own knowledge.

How useful is this source as evidence of views at the time about British economic and trade policy?

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. It represents the views of London merchants who wanted to benefit from expanding trade. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. identifies that the source has some limitations. Produced in 1820 therefore limited value for other periods, by London merchants only. Presented to Commons not Government. Since trade and industry are seen as benefiting it implies that the present policy is solely based on agricultural needs. **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context. It is likely that candidates will see the source as less useful on economic policy since in 1820 the government was still intent on maintaining tariffs. However, the British trade policy was more supportive in opening up markets, e.g. intervention in South America. **6-7**

- (c) Use Sources A, B and C and your own knowledge
“The Tory Governments between 1822 and 1830 were reformers in domestic affairs.”
Explain why you agree or disagree with this statement.

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 on *either* 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* own knowledge, implicit understanding of the relevant issues. These answers, while relevant will lack both range and depth and contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* 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* own knowledge, explicit understanding of the demands 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

Candidates can mention reforms in the prison system, the penal code, and the establishment of the Metropolitan Police; they can mention legalisation of trade unions, and a more liberal trade and economic policy. They can mention the Repeal of the Test and Corporations Acts in 1828. However, they can mention Tories avoided parliamentary reform and only accepted Catholic Emancipation after fear of civil war in Ireland in 1829. The limitations placed upon Catholic Emancipation and the rights of non-Conformists (e.g. exclusion from the universities) also help to argue that the Tories were reluctant reformers.

Question 2

- (a) **Comment on “factory production” in the context of the Industrial Revolution’ in Britain in the years 1815-1841.**

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. it was where goods were produced in specific buildings using the mechanised equipment such as looms and may be described as the end of domestic production. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. able to contrast it with cottage industry. The creation of factories based on mechanisation greatly increased production but created major social problems among the labour force who worked in them. The factories were the engine for longer term rises in standards of living based upon the principles of the division of labour as advocated by Adam Smith. **2-3**

- (b) **Explain why changes in the production of iron and textiles took place during the years 1815-1841.**

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements. Answers likely to be descriptive, e.g. the harnessing of steam power by reference to Lancashire. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material. Concentrates on one or two specific aspects or concentrates on iron or textiles. Provides reasons such as the development of machines, increase in trade etc. Some reference may be made to capital investment or the way in which cities created markets for mass produced goods. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation. Understanding of factories in both industries and may make an attempt to compare the reasons or emphasises the similarities or differences. **6-7**

- (c) **Explain the importance of transport, in relation to other factors, in causing change in Britain between 1815 and 1841.**

Target AO1.1, AO1.2, AO2

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

Transport played a key part in the development of industry such as pottery in Stoke and the ability of people to begin to travel, e.g. the parliamentary train. The enclosure of land created a supply of cheap labour which encouraged factories to grow. The prevalence of laissez-faire theory left the market to operate unhindered, e.g. child labour. Stronger responses will clearly establish that transport was one of a variety of factors.

Question 3

- (a) **Comment on “radical left wing” as it applied to the Whig ministry of 1833 to 1841.**

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge.e.g. they were radicals and Irish supporters. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the groups included radicals who wanted major social reform such as factory reform and attacks on the position of the Church of England. Contrasted with the Whig leadership whose ownership of property meant they shared many of Peel’s concerns to maintain a stable social order, or with the views of other groups in society. **2-3**

- (b) **Explain why the Whigs introduced so many domestic reforms in the period 1833 to 1841.**

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. Municipal Corporations Act or Poor Law. **1-2**
- L2: Demonstrates understanding of specific reasons why reforms were undertaken through relevant and appropriately selected material, e.g. result of Poor Law Commissions; 1832 Act had led to increased demands for reform; new House of Commons after 1832 full of reforming MPs etc or the Ecclesiastical Commission’s work. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining why the Whig Ministry undertook reform, and prioritises making links or draws conclusions in order to provide an explanation, e.g. comes to a view whether party advantage or ideological commitment was the main driving force. **6-7**

- (c) **With what success did the Whigs deal with the domestic problems which faced them in the period 1833 to 1841?**

Target: AO1.1, AO1.2, AO2

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

Candidates can mention beneficial effects of Factory Act; Marriage Act, Municipal Corporations Act; penny post etc. Against this they can argue Factory Act had limited inspectorate; Poor Law Amendment Act very unpopular; ignored main impact of industrialisation such as slum housing, public health and cyclical unemployment etc. Candidates may use the demands of the Chartists or the demands for the reform of the Corn Laws to argue that real social problems were being ignored. It may also be argued that the motivation for Poor Law Reform was cost and that subsequent cuts are indicative of the laissez-faire view of poverty. The assessment of success may also be put in the context of the economic cycle, i.e. reforms looked better until the economy took a downturn.

A2 Unit 5: Britain 1841-1914**Question 1: 1841-1886****(a) Study Sources A and B**

How far do these sources differ in their explanation of the reasons why the Conservatives passed the Second Reform Act of 1867?

Target: AO1.2, AO2

- 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

Level 1 answers will extract simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate.

Level 2 answers will show more explicit understanding of aspects of agreement and disagreement, for example, Source A refers to the belief in the conservative nature of universal suffrage as used in France. Source B refers to belief that a more radical act would be passed and that the complexity of the act prevented class division.

By Level 3 candidates might note that Sources A and B support the idea that reform ought to be conservative rather than radical. However, source A supports principle of conservative nature of widening franchise. Whilst Source B disagrees but believes the act is better than a more radical Liberal measure. At Level 4 candidates answers will include examples such as, Source A deals with the ideological basis for and extension of the franchise and reflects Lord Salisbury's generally pessimistic view of democracy. Source B stresses that the measure was based on party political advantage.

- (b) **Study Sources A and B and use your own knowledge.**
“The passing of the Second Reform Act of 1867 had more to do with Disraeli’s hope or Conservative Party advantage than to other social, economic or political reasons.”
How valid is this judgement?

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**

This is a synoptic question and candidates’ responses should be rewarded for a range of factors covered. These are specified in the following coverage of the sources and own knowledge.

Source A suggested that there was an advantage in giving universal suffrage. This was socially conservative. Source B strongly suggested party advantage because of the fear that a more radical Liberal measure would be passed. Disraeli clearly wanted the Conservatives to benefit from change by providing bias towards county representation in Act. Also aware that previous system had benefited Liberals. Also wanted to advance his own political career. Socially great changes had occurred due to industrial revolution. New class of skilled artisan had arisen which wanted vote. Economically crisis period of 1866-67 helped push demand for reform. Politically working classes wanted vote. Continuation of Chartist tradition. Reform Union and Reform League clamoured for reform.

Disraeli’s leadership of the Tories in the Commons relied upon success in maintaining party advantage. He offered Tory MPs a longer tenure of power by passing a bill which was too radical for the Liberals to re-unite over. The link to popular demands may be made by reference to the Hyde Park riots. The impact of rising standards of living can also be linked to Gladstone’s famous response to Baines’s motion on the franchise. Gladstone had supported moderate reform because he believed it would increase the number of voters who would support a low tax, balanced budget Liberal Party.

Question 2: 1880-1914**(a) Study Sources A and B**

How far does Source B agree with the views in Source A on the reasons why the Liberals introduced social reform after the 1906 election?

Target: AO1.2, AO2

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

Indicative content

At Level 1 candidates will extract simple statements from the sources about the possible reasons for the introduction of social reform. At Level 2 aspects of agreement/disagreement should be included, for example, Source A refers to Liberal Government's political convictions and impact of social surveys on opinion whereas Source B refers to impact of Boer War and trade developments. These points will be more developed at Level 3, for example, Source A focuses on new views on issue of social deprivation. Source B concentrates on impact of poverty on Britain's role as a major economic and military power.

By Level 4 candidates might comment that the two sources reflect different elements in the formation of Liberal opinion. Source A deals with the growing awareness of poverty prior to the Boer War and links this to the way in which the Boer War further increased awareness. Source B focuses more heavily on the growing awareness of the impact of cyclical awareness. This should be seen in the context of increasing public concern about Britain's economic decline (a theme also expounded by Green in looking at Tory ideas on Tariffs).

- (b) **Study Sources A and B and use your own knowledge.**
“The social and welfare reform of 1906 to 1914 were the most significant domestic achievement of the Liberal government.”
How valid is this statement when compared to other domestic achievements?

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**

This is a synoptic question and candidates' responses should be rewarded for the range of factors covered. These are specified in the following coverage of the sources and own knowledge and are linked to the levels.

Source A refers to need to address the issue of social deprivation uncovered and highlighted by social survey. Liberal government also had a radical desire to end poverty. Source B suggests that reforms helped Britain's military and trade position by dealing with problems which adversely affected both.

The raft of social and welfare reforms introduced by the Liberals created the basis of a welfare state by tackling unemployment, poverty and malnutrition. However, candidates need to go beyond a rehearsal of the successes and failures of school meals, pensions and unemployment to consider whether some of the other measures had greater long term effects. For example, payment of MPs was vital to the growth not only of the Labour Party but also the rise of MPs from outside the traditional elite. It could be argued that the rights granted to trade unions impacted on British politics until the next major reform in 1984. Ending the veto power of the House of Lords could be seen as a huge step towards democracy.

Section B

These questions are synoptic in nature and the rewarding of candidates 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 each 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

Answers 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 almost to any time and/or place. **1-6**

L2: *Either*

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

Or

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

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

Question 3

**“The repeal of the Corn Laws in 1846 was due to the Irish Famine.”
How valid is this judgement when compared to other reasons for repeal?**

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

In their answers candidates should mention that the Famine provided the occasion for Peel to repeal the Corn Laws. The emergency was of such a magnitude that the importation of Indian Corn was required to avert a human catastrophe. However, candidates can mention that Peel had already come to the conclusion that the Corn Laws had to be repealed. His entire economic policy since 1842 had moved Britain towards Free Trade. Also the agitation of the Anti-Corn Law League helped force the issue. Nevertheless, in the final analysis with the Famine Peel may not have been in a position to take on his own backbenchers. When Russell refused to form a Whig/Liberal ministry in late 1845 Peel was faced with little option but to repeal. Some candidates may argue that the loss of life in Ireland shows how slowly Peel acted and that the bitter divisions over the Maynooth Grant in 1845 had made clear the likely Tory split if repeal was pushed through but Peel's aloof “technocratic” style made him feel obliged to continue.

Question 4

**“Education reform was the most important achievement of Gladstone's First Ministry in domestic affairs.”
How valid is this judgement when compared to the other social, economic and administrative reforms of the ministry?**

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

Marks as follows:

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

Indicative content

Candidates should mention the Forster Elementary Education Act as the main educational reform but could also mention University Test Act, the Endowed Grammar Schools Act or the Public Schools Act. They may also mention the failure of the Irish Universities Bill. Candidates may debate the significance of these measures especially the Education Act which was followed after 1874 by several more which tried to remedy its defects. The repeal of the Test Acts ended the Anglican stranglehold and Bernstein sees it as a long term cause of the Whigs eventually leaving the Liberal Party.

Against these they could compare the achievements with electoral reform, the reform of the army and civil service, trade union reform and licensing reform. Reform of licensing helps to explain Tory victory in 1874 so may not be seen as a great achievement. The abolition of purchase seems fundamental until one considers the continued upper class dominance of the armed services and later failures in the Boer War and naval scandals.

Question 5

“Failure in foreign and imperial policy were the main reason for the fall of both Gladstone’s First and Disraeli’s Second ministries.”

How valid is this judgement when compared to other social, economic and political reasons for electoral failure?

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

Marks as follows:

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

Indicative content

Candidates could mention Gladstone’s Alabama Award, withdrawal of British troops from the self-governing colonies, the Ashanti War etc and Disraeli’s defeats in Afghanistan and Zululand. These could be compared to splits in the Liberal Party 1872-74, unpopularity of many of Gladstone’s domestic reforms; the agricultural depression from 1877 affecting Disraeli and the Land war in Ireland. Disraeli’s description of the Liberals in 1873 as spent volcanoes and his own adoption of ‘Free Trade’ in 1872 are likely to be mentioned as are the themes developed by Gladstone in his Midlothian campaign.

Question 6

“A period of rapid change in social, political and economic status of women.”

How valid is this judgement when applied either to 1841 to 1886 or 1880 to 1914?

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

1841 to 1886

Candidates could mention changes in law such as Contagious Diseases Act and its repeal, the Married Women’s Property Act, the terms of the Forster Act; also professional opportunities in domestic service during the Mid-Victorian Boom. However the continued subordination of women through limited education and child bearing are likely to balance this as in John Bright’s famous comment on female suffrage.

1880-1914

Candidates may concentrate on suffragist/suffragette issues, but also increased political role of women in local government e.g. the Paris Councils Act (1894). Secretarial work complemented traditional jobs for women but most women remained housebound as housewives. Detail on the suffragette movement needs to be analysed in the context of the question, i.e. it failed to change the political status of women and, indeed, the middle class focus on the franchise neglected the very real economic needs of working class women. The fall in the middle class birth rate may be seen as a sign of liberation or economic response to the rising cost of school fees – mainly for boys.

Question 7

“The growth of towns and cities created more problems than they solved.”

How valid is this judgement when applied to either 1841 to 1886 or 1880 to 1914?

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

1841-1886

Candidates could mention issues of public health, housing etc as negative issues. Candidates may mention that rural poverty could be as bad, if not worse, but was ignored by most Victorian commentators. Positive issues include greater job opportunities, greater prospects of wealth as cities and towns became powerhouses of industrial and commercial development. Cities represented the needs of an expanding industrial economy based on the division of labour and therefore contributed to rising living standards and absorbed the labour no longer required in agriculture.

1880-1914

Candidates could mention the Booth and Rowntree studies of late Victorian cities as evidence that they created huge social problems. They could also mention that cities and towns had become the major wealth creating sector of the UK economy. London was commercial and financial centre; Liverpool a major port; Manchester and Leeds major textile centres etc. The rise of the suburbs created large areas of modestly affluent housing. Centralised production also led to centralised holidays e.g. ‘Wakes Weeks’ which began to spread benefits down the social pyramid.

Question 8

“Irish affairs were the most important problem facing Gladstone’s Second ministry between 1880 and 1885.”

How valid is this judgement when compared to other social, economic and political issues?

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

Marks as follows:

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

Indicative content

Candidates should mention impact of Land War and Parnell; the disruption at Westminster, Gladstone’s pre-occupation involving coercion, land reform and parliamentary reform. Compared to other factors such as aiding farmers in the agricultural depression, parliamentary reform, social and educational reform. Gladstone had made Ireland the focus of his ministry but arguably this was because the Liberal belief in Free Trade offered no remedy to agriculture which was being overwhelmed by imports, most notably from the USA. Gladstone’s attempts to deal with Parnell were undermined by his revulsion at the Phoenix Park Murders.

Question 9

“The most important reason for the creation and development of the Labour Party between 1893 and 1914 was to defend trade union interests.”

How valid is this judgement when compared to other social, economic and political factors in the growth of the Labour Party?

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

Marks as follows:

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

Indicative content

Candidates can mention LRC created from TUC resolution; impact of Taff Vale on membership, TU sponsorship of MPs etc.

Also Labour Party support for law changes over Taff Vale and the Osborne Judgement. These focused the Labour Party on vital issues facing the unions. Compared to impact of socialism as shown by ILP, SDF and Fabians. Impact of economic crises such as Great Labour unrest of 1910-1914. Although the Labour Party was part of a broader social movement in Europe the candidates are likely to focus on the peculiarly British aspects of development.

Question 10

“Britain’s decision to retreat from ‘Splendid Isolation’ after 1895 was due mainly to her fears about the growth of the German Navy.”

How valid is this judgement compared to other factors?

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

Marks as follows:

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

Indicative content

Candidates should be aware of the Anglo-Japanese Alliance of 1902 which affected concerns in the Pacific and the growing debate over the cost of the 2 Power Standard. Candidates need to mention impact of German naval building. The Navy Law of 1898 and Supplementary laws of 1900 and 1906 led to a naval building race between the two powers. The intense programme created tension between two powers. Haldane Mission of 1912 aimed to ease tension but failed. By 1914 Britain feared German Navy. Seen in British war aims in WW1. However other factors explain change. Feeling of isolation in particular during South African War; Anglo-German economic and trade rivalry, the need for colonial agreement with Russia in Iran etc, fear of German colonial expansion. Also role of individuals such as Lansdowne and Grey as well as the pressure from Fischer after 1902 for a naval agreement with France.

Question 11

“Joseph Chamberlain’s support for tariff reform was due mainly to his desire to bring the Empire closer together.”

How valid is this judgement when compared to other factors?

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

Marks as follows:

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

Indicative content

Candidates could mention Joseph Chamberlain’s acceptance of the Seeley analysis for UK’s world position. Chamberlain had attempted at Colonial Conferences to create Imperial Customs Union, but had failed. Tariff Reform seen as yet another attempt and witnessed with call for imperial preference. Again this need to protect UK economy from decline, in particular, the engineering industry based in West Midlands. Also wanted Tariff Reform to raise revenue to pay for social reforms such as pensions. Candidates may suggest that this latter point was developed much more strongly by pro-tariff conservatives after Chamberlain’s stroke so it is less of a motive for Chamberlain. Chamberlain was vitally interested in Britain’s decline as a manufacturing nation and the overall package of Tariff Reform was designed to compensate manufacturers for the increased costs involved in trying to support agriculture. However, Chamberlain had to try to balance the varying needs of a disparate manufacturing sector