

A-LEVEL HISTORY

Unit HIS3G: British State and People, 1865–1915
Mark scheme

2041
June 2014

Version 1.0: Final

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

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

Further copies of this Mark Scheme are available from aqa.org.uk

Generic Introduction for A2

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

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

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

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

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

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

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

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

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

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

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

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

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

Criteria for deciding marks within a level:

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

June 2014

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

HIS3G: British State and People, 1865–1915

Question 1

- 01** 'In the years 1865 to 1880, the Conservatives did more than the Liberals to improve the lives of the working classes.'
Assess the validity of this view. **[45 marks]**

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

Generic Mark Scheme for essays at A2

Nothing written worthy of credit. **0**

- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed

by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

Indicative content

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

Students will need to identify and evaluate the improvement in the lives of the working classes brought about by the Conservatives and balance this against improvement brought about by the Liberals during these years. They may also refer to reforms which in practice had little (or indeed no) impact on the lives of the working classes in the years 1865 to 1880, but indicate that they were significant in the longer term.

Students may refer to some of the following material in support of the view that the Conservatives were more successful than the Liberals in improving the lives of the working classes:

- their political reform through the 1867 (Second) Reform Act giving the franchise to skilled artisans and thereby some political influence to them for improving their lives
- social reforms, notably through the Public Health Act, the Artisans' Dwellings Act, Food and Drugs Act and River Pollution Act
- educational reform through the Sandon Act
- improvements in working conditions and workers' rights through Factory Acts, the Conspiracy and Protection of Property (Trade Union) Act, and Employers and Workmen Act.

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

- the Liberals initiated the process for political (parliamentary) reform in 1866 and introduced the Ballot Act in 1872
- they brought in social reforms with the major 1870 Education Act and the Licensing Act
- trade unions were legalised
- there were reforms of the Army bringing a more humane regime for lower ranks, in the civil service and the older universities.

Furthermore, students may:

- argue that many of the Conservative reforms directly affected conditions of working class life: disease was attacked through purer water supply, better sanitation and waste disposal (though effects of the Act can be exaggerated, given the squalor remaining in the late 19th century); food quality was improved; rivers were in general less polluted; housing for some of the working classes, notably in Birmingham, was improved
- note that for workers the 1874 Factory Act was highly significant in limiting the working day to 10 hours and forbidding the employment of children under the age of 14
- emphasise that the Conservatives legalised picketing, and breach of contract between employer and worker became a civil rather than a criminal matter
- note that the 1876 Sandon Education Act was a further step to compulsory education and provided compensation for some parents for loss of their children's earnings.

- argue that most of the Liberal legislation did not do much to improve social or living conditions in the short term, but led, for example, to wider access to schooling and the end of much intimidation in voting
- though the Liberal Trade Union Act legalised unions, workers in general were displeased with the Criminal Law Amendment and also the Licensing Act
- note that Liberal Acts abolishing privilege in the Army, civil service, and older universities were hardly relevant to the majority in the working classes.

In conclusion, students may:

- point out that, even though much of the Tory legislation was permissive and most local authorities did not use the legislation to the extent that Birmingham did, historiography has favoured the Conservative governments in terms of improving the lives of the working classes in general and in the short term compared with Liberal legislation. However, they did not remove privilege as Gladstone did. The Liberals had widened some opportunities, perhaps most clearly through educational reform, for those in the working classes.

Question 2

- 02** To what extent was there a significant change in the direction of British foreign policy in the years 1902 to 1911? **[45 marks]**

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

Generic Mark Scheme for essays at A2

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

Indicative content

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

Students will need to assess and evaluate to what extent there was a significant change and balance this against other factors which remained relatively unchanged in British foreign policy in the years 1902 to 1911.

Students may refer to some of the following material in support of the view that there was significant change:

- the retirement of Salisbury who had pursued a policy of ‘splendid isolation’
- re-assessment by Lansdowne, and then Grey, of the policy of non-alignment (‘Splendid Isolation’) especially in the light of German imperial and foreign policies, and the emergence of the German fleet
- launch of *HMS Dreadnought* (1906) and subsequent intensification of the naval race with Germany. The German naval challenge was seen as the continental military and economic giant moving into Britain’s traditional sphere of imperial and naval supremacy
- the signing of the *Entente Cordiale* (1904) with France and the *Entente* (1907) with Russia, reversing Britain’s previous hostile policies towards both countries
- Britain’s reactions to the Germans’ ‘threats’ to Morocco in 1905–06 and particularly in 1911, and the closer military ties forged between Britain and France following the crises
- overall change in the period in relations with France and Russia, and Germany.

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

- the first major move from ‘Splendid Isolation’ was the Anglo-Japanese Alliance (1902), aimed against Russia. Only after defeat by Japan (1905) and thereby Russia’s removal as a threat to British interests in the Far East and particularly India, was a new relationship with Russia (France’s ally) possible through the Anglo-Russian *Entente*
- the *Entente Cordiale* and *Anglo-Russian Entente* did not commit Britain to any alliance and on paper were confined to reconciling imperial disputes and tensions.

Furthermore, students may:

- recognise that there were times when relations with Germany were not hostile, and even conciliatory, for example at the time of the Bosnian Crisis (1908–09) and in (the ultimately unsuccessful) talks to slacken the naval race from 1909
- note that economic rivalry also played a part in determining relations in foreign policy
- there was British concern over German imperial ambitions, e.g. in the Ottoman Empire and in the building of the Berlin-Baghdad railway.

In conclusion, students may:

- argue that overall change in direction of policy was primarily caused by the threat from Germany, notably at the time of the two Moroccan crises and over the ongoing naval race, where Britain’s dominance of the seas and defence of her empire were clearly threatened
- note that decades of hostile relations with France, and to an extent Russia, were ended in the face of Europe’s dominant land power challenging the world’s dominant sea power.

Question 3

- 03** 'The Conservative Party was responsible for the failure to "pacify Ireland" in the years 1868 to 1914.'
Assess the validity of this view. **[45 marks]**

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

Generic Mark Scheme for essays at A2

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

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

Students will need, in this breadth question, to identify and explain the responsibility of the Conservative Party for the failure to pacify Ireland throughout the period and balance this against the responsibility of other factors. Both thematic and chronological approaches are legitimate.

Students may refer to some of the following material in support of the view that the Conservative Party was responsible:

- overall their policies of reform and coercion, at different times, failed to bring full pacification
- virtual ignoring of Irish issues by Disraeli's second government despite the emerging strengths of the Irish Nationalist Party, the Land League and obstructionism in the Commons
- failure to grant Home Rule in 1885
- opposition to the Liberal policy on Home Rule, e.g. from Randolph Churchill and Salisbury. The Conservative refusal to contemplate Home Rule was popular in most of Britain and a major reason for Conservative dominance of political power from 1886 to 1905
- failure of Wyndham's proposals for 'devolution' in 1904
- support for the Ulster/Protestant 'rebellion' from 1912–14, especially from Bonar Law.

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

- the Liberals were also responsible throughout the period for failure to pacify Ireland. Their policies of reform and coercion, at different times, failed to bring peace/full pacification to Ireland
- failure of Gladstone's Irish University Bill (1873)
- inadequacy of Gladstone's 1870 Land Act in resolving issues of absentee landlords, rent levels and evictions
- the Liberal Ballot Act led to the growth and importance of the Irish Nationalist Party
- despite the relative success of Gladstone's 1881 Land Act, his coercion failed even with the imprisonment of Parnell; the Phoenix Park murders
- failure by Gladstone to grant Home Rule (especially in 1886 and 1893) and also by the Liberal government of 1906–10
- Chamberlain's responsibility in opposing Home Rule and effectively joining with the Conservatives
- Liberal failure to deal with the opposition to Home Rule of Ulster/Protestants in 1912–14, the Curragh Mutiny, gun running to both sides and prospect of civil war in 1914.

Furthermore, students may:

- emphasise from the Conservatives the relative success of their land reforms: the Ashbourne Act (1885); Balfour's Acts (1888 and 1891); Wyndham's Act (1903)
- relative success of coercion by 'Bloody' Balfour against the 'Plan of Campaign' and National League in Salisbury's second government
- note that, although the issues of religion (especially through Gladstone's legislation), had to some extent been resolved, the Land Acts of both Conservative and Liberal governments never fully satisfied the Irish peasantry and the main demand of Home Rule (and even for

independence by some in the early 20th century) was firmly opposed by the Conservatives and not achieved by the Liberals.

In conclusion, students may:

- give a balanced view that not only was the Conservative Party responsible for the failure to pacify Ireland, but so too were Liberal governments, the Protestant opposition to Home Rule and the nationalists who would accept nothing less than Home Rule. The issues remained intractable in 1914.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion