



## **General Certificate of Education**

# **A2 History 2041**

## **Unit 3: HIS3G**

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

# **Mark Scheme**

**Specimen mark scheme for examinations in June 2010 onwards**  
**This mark scheme uses the [new numbering system](#)**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

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

Copyright © 2010 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## Generic Introduction for A2

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

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

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

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

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

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

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

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

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

---

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

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

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

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

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

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

Criteria for deciding marks within a level:

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

---

**Specimen Mark Scheme for examinations in June 2010 onwards**

**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 1915, the greatest threat to the Gladstonian Liberal Party was the rise of organised labour.'  
How valid is this view? (45 marks)

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

**Generic Mark Scheme for essays at A2**

- 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. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**

---

**L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written.

**38-45**

### Indicative content

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

This question requires the candidates to show that they have a knowledge of the factors which threatened Gladstonian Liberalism across the whole of this period. Candidates will know that the basic tenets of Gladstonian Liberalism were balanced budgets, low taxation, free trade and a moral, and therefore generally pacific, foreign policy. They will also associate Liberalism with a *laissez faire* approach. Candidates will understand that the rise of organised labour includes not only the trade unions but eventually the Labour Representation Committee and the Parliamentary Labour Party.

Candidates will not only recognise that the threat posed by organised labour changed in its nature but also its significance at various times in the fifty-year period. During the period 1865–1873, the main threat came from their own narrow-minded zeal, for example, in passing unpopular licensing laws. It may then be argued that the greatest threat then came from Gladstone's obsession with Ireland which helped to reinforce the trend of the Liberals becoming a party of the 'Celtic Fringe'. The Conservatives were the main long-term beneficiaries of the 1884–1885 parliamentary reforms and the emergence of 'Villa Toryism' marks the point where the Liberals began to lose the mantle for being the party of low taxation. Candidates may follow Bernstein in pointing to the negative impact of Chamberlain's defection in losing the Liberals more crucial Midlands seats. Candidates may also point to Gladstone's own resignation in 1894 over the naval estimates to demonstrate how far the party had begun to abandon pacifism and low taxation. The 'stretch and challenge' not only lies in covering a 50-year period but in being able to reach a balanced conclusion, even though the factors are heavily entwined. The role of key figures such as Lord Salisbury in challenging Gladstone and the fact that the main threat to any party would appear to be its ideological opponents provide counter arguments. One interesting point is that despite Gladstone's 'obsession' with Ireland, it was the replacement of Liberals in Irish seats by Irish Nationalists that robbed Gladstone of a majority in 1886.

---

**Question 2**

- 02** To what extent was British policy in Ireland a success in the years 1874 to 1886?  
(45 marks)

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

**Generic Mark Scheme for essays at A2**

- 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. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**

## **Indicative content**

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

Candidates will need to know that British policy in Ireland varied considerably even in this relatively short period. Under Disraeli, the policy was to ignore Ireland as there were no votes to gain over the issue and the share of Tory seats never regained the position achieved there in 1859. Candidates will know about the 1881 Land Act; the Kilmainham Treaty, the Land War and the various attempts at coercion as well as the Phoenix Park murders and the success of the Home Rule Movement under Parnell.

Candidates will be able to link together the various elements in order to identify whether or not success was achieved in the end. Candidates will be aware that some historians see Salisbury's coercion policies as much more successful but it can be argued that stability was built upon the 1881 Land Act passed by Gladstone. Assessing success in a period when the level of conflict makes it difficult to see any problems which have been solved will test the ability of candidates to make links.

The 'stretch and challenge' in this question comes from trying to incorporate perspectives into the answer and therefore recognising that nationalist historians will argue that only independence was the solution whilst many British historians assume that Gladstone was too soft and that is why it was important to use coercion.



---

**Question 3**

**03** Explain why the Liberal Government decided to declare war in August 1914. (45 marks)

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

**Generic Mark Scheme for essays at A2**

- 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. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**

## Indicative content

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

Candidates will need to be aware of the 1839 Treaty of London, the Schlieffen Plan, the Anglo-German naval race and the crisis in Ulster. Grey was anti-German and, in the period 1902–1915, Britain had abandoned the policy of ‘Splendid Isolation’. Candidates will also know about the Anglo-French Entente and of the agreement signed with Russia. The concept of maintaining a balance of power in Europe as a British objective will also be known. Candidates will also be familiar with the various crises which had pushed Europe towards war before 1914 and of the domestic pressure for both peace and war.

Candidates will be able to demonstrate links between the factors, for example, the growing naval rivalry with Germany and the decision by Admiral Fisher to concentrate the navy away from the Mediterranean which necessitated an agreement being made with the French. The link will also be made between the decision to make Belgium a *casus belli* and the failure of the Windsor Conference on the future of Ulster.

The ‘stretch and challenge’ in this question derives from the abundant historiography. The most pertinent debate is that posed by Steiner regarding the relative importance of domestic and foreign policy objectives. The strongest candidates may draw a parallel with the debate about the German motives for war and the division of opinion reflected in the *Innenpolitik vs Weltpolitik* debate.