



General Certificate in Education

AS History 5041

Alternative Q Unit 2

Mark Scheme

2007 examination – June series

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

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

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CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

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

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

The 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 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.

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.

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) and in deciding on a mark within a particular level of response (Section C).

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: DECIDING ON MARKS WITHIN A LEVEL

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.

June 2007

Alternative Q: Britain, 1815–1914

AS Unit 2: Britain, 1815–1841

Question 1

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

Explain briefly the meaning of ‘the Second Peace of Paris’ (line 2) in the context of Castlereagh’s foreign policy in 1815. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. it refers to the treaty signed after the battle of Waterloo. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. that the treaty was based upon the initial treaty but extra clauses were added, such as Prussia being given Rhine territory to prevent French expansion. **2-3**

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

Explain how useful **Source B** is as evidence about Lord Liverpool’s position as Prime Minister in 1822. (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic statement identifying utility/reliability of the source based on the content, e.g. it contains both good and bad comments on Liverpool so appears balanced. **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. as Canning is writing to his wife he should have no reason to hide his true feelings. Canning is known to have been very difficult to work with and this source appears to confirm this. Liverpool’s success in General Elections supports this. **3-5**
- L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. considering this is Canning writing about his only reliable friend in 1822 it is very useful in understanding that Liverpool was key to the Minister’s survival as only he could hold the Cabinet together. **6-7**
-

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

‘Canning was more successful than Castlereagh in defending British interests abroad.’
Explain why you agree or disagree with this statement. (15 marks)

Target: AO1.1, AO1.2, AO2

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

L2: ***Either***

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

Or

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

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

The candidates can identify from Source A the traditional view that Castlereagh was a greater statesman than he was at protecting British interests but more able candidates are likely to challenge this by saying that a peaceful and stable Europe was actually important to Britain’s developing trade. Source B shows that the person holding the government together was Lord Liverpool and reinforces the evidence in Source C that Canning was primarily interested in his own reputation. Despite Source A it should be known from own knowledge that Castlereagh secured such important places as Malta and the Cape for Britain at Vienna and had brought conflict with the United States to an end. Castlereagh also secured a ‘balance of power’ in Europe and although he acknowledged that his Congress System was failing in his State Paper of 1820 he had nonetheless secured the peaceful return of France to the concert of nations. Although Source C does convey Canning’s sense of his own achievements, it nonetheless does refer to his rhetoric and stronger candidates will question Canning’s success and may argue that he simply put a positive spin upon the Monroe Doctrine which was effectively presented to

him as a *fait accompli*. Nevertheless, his policies stimulated trade and the Polignac Memorandum represented a genuine triumph over France.

Question 2

- (a) Comment on 'middle class businessmen' (line 1) in the context of social change in Britain in the years 1815 to 1841. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. these men represent the new class generated by the industrial revolution. 1

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the rise of the business class fuelled demands for changes to the political system to reflect the new balance of wealth in Britain. 2-3

- (b) Explain the reasons for developments in manufacturing in the years 1815 to 1841. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. limited to broad references to the growing number of factories and businesses in Britain and unsupported references to steam power etc. 1-2

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. likely to explain the importance of trade liberalisation in the 1820s and the growth of transport links between factories sited close to coalfields and major markets such as London. Birmingham and other towns grew due to a variety of factors and so credit must be given for all supported examples. 3-5

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. contextual responses which deal with the question thematically or create links between factors are more likely to reach Level 3, e.g. explaining that railways not only grew out of the needs of manufacturing but also led to new industries. 6-7

- (c) Explain the importance of economic change, in relation to other factors, in explaining popular discontent in Britain in the years 1833 to 1841. (15 marks)

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. 1-4

L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

This question brings together the themes of economic change and political discontent in Britain. The whole process of industrialisation led to huge social pressures and these are reflected in Chartist demands for political reform to ensure that Parliament reflected the needs of ordinary people. Pressure for reform of the Corn Laws also reflected working class discontent but was also the product of middle class businessmen resenting the upward pressure upon wages and consequently the threat to competitiveness. The role of ideas in this period is also important as the legacy of the French Revolution, including Thomas Paine's 'Rights of Man', informed popular discontent. Discontent can also be blamed upon class legislation such as the Poor Law and repressive government action such as the transportation of the Tolpuddle Martyrs. Parliament's rejection of the Charter also fuelled discontent.

Question 3

(a) Comment on 'Lord Liverpool's departure' in the context of British politics in 1827. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. that he was forced to resign after suffering a stroke. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that it was an 'end of an era' as he had been Prime Minister for 15 years and had held together an increasingly divided Cabinet. **2-3**

(b) Explain why the Catholic Emancipation Act was passed in 1829. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. that it was passed because of fears over civil war in Ireland after the by-election in County Clare. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. that Non-conformists had been given more rights in 1828 and that Peel lost his nerve or that Catholicism in England was growing rapidly in the 1820s. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. argues that without O’Connell’s success in monitoring a strong campaign by the Catholic Association and winning the election and its repeat, there would have been no emancipation in 1829. **6-7**

(c) Explain the importance of the collapse of the Tory party, in relation to other factors, in explaining the passing of the Great Reform Act in 1832. **(15 marks)**

Target: AO1.1, AO1.2, AO2

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

L2: ***Either***

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

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The collapse of the Tory party after 1827 opens the way for the Whigs to come to power under Lord Grey. Lord Grey’s personal commitment to reform and the Whigs’ acceptance of the need for unity if they are to retain power are further factors in the passing of the Great Reform Act. The long-term demand for reform of a system which includes ‘rotten Boroughs’ and does not represent the industrial Britain of 1832 are further reasons why reform occurs. Amongst short-term factors, candidates are likely to mention the ‘May days’ and the King’s willingness to create new Whig peers. Both of these factors may be linked to the French Revolution of 1830 and the growing popular support for reform manifested in the riots in Bristol etc.