



## **General Certificate of Education**

# **AS History 1041**

**Unit 1: HIS1G**

**Britain, 1815–1865**

## **Mark Scheme**

*2009 examination – January 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.

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

Copyright © 2009 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 AS

The AS 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 historical skills, which include knowledge and understanding, are usually deployed together. 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 Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

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

### **AS 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:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- 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)
- Appropriate references to historical interpretation and debate
- The conclusion

---

January 2009

**GCE AS History Unit 1: Change and Consolidation**

**HIS1G: Britain, 1815–1865**

**Generic Mark Scheme**

**Question 1(a), Question 2(a) and Question 3(a)**

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Question 1(b), Question 2(b) and Question 3(b)**

- L1:** Answers 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, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. 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 focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

**L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

**L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

### Question 1

(a) In what ways was industrialisation important in creating popular discontent in the years 1815 to 1820? **(12 marks)**

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

#### Indicative content

Candidates might include some of the following:

- the process of industrialisation was creating discontent through the economic displacement of skilled workers, such as the handloom weavers who were involved in Luddism, and violence such as the Pentrich Rising
- the move from domestic to factory production and the accompanying problems of low wages and appalling living and working conditions
- consequently there were demands, voiced by people such as Henry Hunt, to reform parliament in order that they would be more interested in the needs of the urban poor. These demands led to mass meetings such as those held in the Spa Fields and in St Peter's Fields.

(b) How successful was Lord Liverpool's government in responding to popular discontent in the years 1815 to 1827? **(24 marks)**

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

#### Indicative content

Responses should explain that, overall, Lord Liverpool's government was successful; as it was able to defeat radical demands and that it did so with a mixture of reform and repression. Candidates will be aware of the main measures taken by the government of Lord Liverpool to quell radical discontent:

- between 1822 and 1827 the government passed a number of reforms, such as the relaxation of the Navigation Acts and the Reciprocity of Duties Act, designed to improve the economy and therefore ease tension
- continuity and change of personnel in the Cabinet Reshuffle of 1822

- between 1822 and 1827 the government passed a number of reforms, such as the relaxation of the Navigation Acts and the Reciprocity of Duties Act, designed to improve the economy and therefore ease tension.

'How successful' may be challenged by:

- Liverpool's success did not long survive his resignation and death in 1827 as the issue of Parliamentary Reform soon led to upheaval
- The Corn Laws were amended, in a limited way, in 1821
- radicalism resurfaced later.

Candidates will discuss the question in the context of the debate as to whether the Tories were 'liberal Tories' after 1822 or whether this is an outdated view because key personnel like Peel were already members of the government. Change and continuity can be addressed by looking at the different nature of success pre- and post-1822.

## Question 2

(a) Explain why the Conservatives won the General Election of 1841. (12 marks)

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

## Indicative content

Candidates might include some of the following factors:

- the impact of the reform of the Tory party and formation of the Conservative Party by Peel
- the failure of the Whig reforms
- the impact of the growth of Chartism. Candidates will offer a reasoned argument as to the hierarchy of causation
- the role of chance
- Peel's promise on the Corn Laws
- the lack of dynamism of the Whigs under Melbourne may be used to explain why the Conservatives won. The importance of a key figure such as Peel in relation to impersonal forces is also an area for debate.

- 
- (b) How successful were the economic and social reforms of the Peel Ministry in the years 1841 to 1846? (24 marks)

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

### **Indicative content**

Candidates will be aware that Peel's ministry carried out major reforms in the areas of trade and taxation, culminating in the Repeal of the Corn Laws in 1846. Key points relating to success may include:

- the reintroduction of income tax in the 1841 budget committed Britain to balanced budgets
- the reduction in duties and moves towards free trade
- the Railways Acts
- Companies Act
- Chartism was ultimately defeated by the mid-Victorian Boom, which was ushered in by Peel's repeal of Corn Laws.

The degree to which the social and economic reform of the Peel Ministry were successful may be challenged by:

- economic downturn in 1846–1848
- troops had to be used to quell Chartism, i.e. it was ended by force, not by successful reforms
- mid-Victorian boom was the result of a low wage economy.

### **Question 3**

- (a) Explain why there was tension in relations between Great Britain and Russia in the years 1815 to 1822. (12 marks)

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

### **Indicative content**

Candidates might include some of the following factors:

- the threat that Russia posed to the balance of power in Europe
- a deep antipathy between the most liberal and the most autocratic powers in Europe
- Russia's proposed Holy Alliance
- Britain opposed Russian intervention in Naples and Spain
- the Greek War of Independence threw a number of these issues into sharp relief
- the break-up of the Ottoman Empire threatened to lead to Russian expansion into the Mediterranean, where Britain retained Malta and the Ionian Islands.



- 
- (b) How important was trade in influencing British foreign policy in the years 1822 to 1846?  
(24 marks)

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

### **Indicative content**

Candidates will explain that the 'trade' refers to Britain's attempts to ensure that the world wide commercial links on which it depended were not threatened and functioned effectively. The importance of trade:

- decision by Castlereagh to adopt a positive approach to America can be seen as evidence of the importance of trade as it involved fishing rights as well as tobacco and timber
- Canning's decision to support Latin American independence reflects the rapid growth of trade there
- Palmerson's decision to force opium on the Chinese also suggests the importance of trade.

However, the importance of trade will be challenged by:

- the maintenance of the balance of power is also an important explanation for British foreign policy
- Britain needed to balance the claims of the major European powers in order to prevent one power dominating the continent in the way that Napoleon had attempted to do
- the 'balance of power' led to British support for Prussia gaining the Rhineland in 1815 and to British opposition to French intervention in Spain and Russian involvement in Greece
- candidates will be aware that there are other motivations for British foreign policy such as peace, and sympathy for some liberal movements
- in dealing with France, the government was interested in maintaining the balance of power; initially by supporting France but later by curbing French ambitions via the Polignac Memorandum
- relations with Russia largely centred upon avoiding her domination of Europe but also because autocratic Russia was anathema to many democratic politicians
- however, concern regarding a potential Russian presence in the Aegean partly arose from a desire to maintain the profitable trade in the Levant
- relations with Austria were heavily influenced initially by Castlereagh's friendship with Metternich and their mutual admiration
- after 1822, Canning's antipathy for Metternich and friendship with Princess Lieven saw a partial re-orientation of policy towards Russia
- the sympathy of Britain's classically educated elite for the Greek cause was another influence at work.

The desire to maximise the benefits of the rapidly growing trade with Latin America and to maintain the security of the sea lanes between Britain and her Empire represent other factors which had to be weighed against or dealt with within the context of the 'balance of power' and 'trade'. Candidates will be able to discuss continuity and change by comparing the policies of different politicians.