



## **General Certificate in Education**

# **AS History 5041**

## **Alternative Q Unit 2**

# **Mark Scheme**

*2008 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.

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

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **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).

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**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.

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**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.

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**January 2008**

**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 'Free Trade' (line 3) in the context of Britain in the years 1815 to 1827. (3 marks)

*Target: AO1.1, AO2*

L1: Basic explanation of the term using the source, e.g. Source A says that Free Trade led to a period of economic growth. **1**

L2: Demonstrates developed understanding of the term and its significance in relation to the context. Candidates will add to this by defining Free Trade and stronger responses may well emphasise the limitations by explaining that the Corn Law remained in place. Other responses may link Free Trade to foreign policy by explaining that trade was one of Canning's objectives – some may even mention that he was MP for Liverpool, a great trading port. **2-3**

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

Explain how useful **Source B** is as evidence about British foreign policy objectives at the Congress of Vienna. (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. Liverpool is Prime Minister and Castlereagh is the Foreign Secretary so the source itself is very useful in terms of 'in a position to know' and the date puts the letter in the period of the negotiations. **1-2**

L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. the restoration of the Bourbons was a key part of Castlereagh's moderate approach which was designed to ensure peace in Europe. Candidates are likely to argue that, despite this, the source is limited as Britain had other objectives such as trade, strategic colonies and preventing Prussia from absorbing Saxony, for example. **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. Stronger candidates will link the different objectives together to offer a judgement on the relative importance of this objective to reach Level 3. **6-7**

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

'Liverpool's ministry was more successful in defending British interests abroad than in solving problems at home in the years 1815 to 1827.'

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 the Liverpool government during its second period presided over an economic boom whilst the limitations of this boom in Source C will help them to achieve some balance. Own knowledge on domestic policy will be introduced for the earlier period, such as the Corn Laws to argue that pre-1820 'success' was relative and more limited. Source A refers to Canning and this is likely to be supported by other references to his successes such as the Polignac memorandum of 1823. Source B offers candidates a way into a discussion on Castlereagh and his achievement of peace. Own knowledge may be offered with regard to his acquisition of key bases such as the Cape which



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were vital to growth in trade. Others may argue that Castlereagh's Congress System failed and therefore the only successes abroad came under Canning.

## Question 2

- (a) Comment on 'the attraction of good wages' (line 3) in the context of economic 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. One mark is available for the factual point that the attraction of good wages was the incentive for labourers to leave agriculture. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge. This can be developed by candidates to relate to the general reasons for the migration of workers from the land to industry. The context is likely to be addressed by reference to Britain undergoing the Industrial Revolution during this period. **2-3**

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

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue. Level 1 responses will be limited to broad references to, for example, the growing number of railways in Britain and possibly insecure chronologically. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material. Level 2 responses are likely to explain the importance of canals 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. Contextual responses which deal with the question thematically or create links between factors are more likely to reach Level 3, for example, by explaining that the development of railways is still limited in this period, or that the reasons for change are constant but that technology leads to the development of railways in place of canals. **6-7**

- (c) Explain the importance of economic change, in relation to other factors, in explaining popular discontent in Britain in the years 1830 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 the Chartist demands for political reform to ensure that Parliament reflected the needs of the ordinary people. Pressure for the 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 Laws 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 Goderich's 'resignation as Prime Minister' (lines 2 and 3) in the context of the Tory Party in the years 1827 and 1828. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. Goderich's weakness as Prime Minister is clear from the source. **1**

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- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. candidates can develop this from their own knowledge by reference to his succeeding Canning or being followed by Wellington. Context is likely to be addressed by referring to the difficulties faced by the Tories after Lord Liverpool's departure. **2-3**
- (b) Explain why the Tory Party lost its majority in the House of Commons in the General Election of 1831. **(7 marks)**
- Target: AO1.1, AO2*
- L1: Demonstrates implicit understanding of the issue. The Tories were out of time with the growing demand for reform. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material. Candidates will develop Level 1 by offering a range of factors such as the liberal revolution in France, the economy and Earl Grey's leadership. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation. Level 3 responses may link these factors or differentiate between the main reasons for the Tory loss of their majority, e.g. they may argue that Tory divisions made defeat inevitable. **6-7**
- (c) Explain the importance of the impact of the Whig reforms in the years 1832 to 1841, in relation to other factors, in explaining the rise of Chartism. **(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**
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L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

**Indicative content**

Chartism was spurred on by the belief that the Great Reform Act had been designed to exclude working men through the retention of property franchise and the failure to pay MPs. The Poor Law Amendment Act was another reason why working people felt that the unreformed Parliament was loaded against them since it reduced the cost of poor relief by creating the 'Whig Bastilles'. However, the rise of Chartism can also be linked to the British radical tradition of Thomas Paine and Francis Place who had sought to lead Britain towards the goal of equality enunciated in France during the French Revolution. Chartism is also described as a 'knife and fork' movement driven by the hunger caused by unemployment during the Depression years of 1838–1839 onwards. Some of the Chartist ideas regarding land redistribution also suggest it was driven by a feeling that industrialisation was submerging the individual. Some candidates may also point to the fact that Chartism received more support in areas of industrial decline and where Primitive Methodism was strongest.