



General Certificate in Education

AS History 5041

Alternative Q Unit 2

Mark Scheme

2008 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 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 ‘the suspension of *habeas corpus*’ (line 4) 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 the suspension of habeas corpus was a response to the Spa Fields riots. **1**

L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. this can be developed by reference to it being part of a package of repressive legislation which is seen as characterising this period of Liverpool’s government. Own knowledge may be offered regarding the fact that it denied the right to trial and therefore stimulated radical criticism of a parliament dominated by landlords. **2-3**

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

Explain how useful **Source B** is as evidence about the effectiveness of the government in suppressing radical opposition. (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. Bamford is a useful source because he is a first hand recipient and observer of the impact of the legislation passed to suppress radicalism. **1-2**

L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. as a handloom weaver he is part of a skilled group who are suffering badly as industrialisation progresses. He is of course totally against the government and so he is bound to emphasise that resistance continued. **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. he offers a view from Lancashire but would have a lot in common with other weavers. **6-7**

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

'Lord Liverpool's greatest success in domestic policy, in the years 1815 to 1827, was in avoiding revolution.'

Explain why you agree or disagree with this view.

(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 C some details of the less well known achievements of the Liverpool government. Other candidates may argue that Liverpool's greatest achievement lay in keeping the Tory Party united through fifteen years in government – a unity which was to shatter soon after his stroke incapacitated him. Source A provides examples of how effective the government was in suppressing revolution and this can be developed either by reference to the Gagging Acts and the Six Acts or by explaining how the government defeated other conspiracies such as the Cato Street Conspiracy. Source B provides evidence from a radical that the policies of repression were successful. Candidates can challenge the question by arguing that the real success of the Liverpool ministry came after 1822 in the liberal phase when

reforms such as the Goal Act and the repeal of the Navigation Acts and the Anti-Combination laws (subsequently partially reinstated) created a more prosperous Britain.

Question 2

- (a) Comment on 'the Swing Riots' in the context of discontent in Britain in the years 1830 to 1831. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. one mark is available for the factual point that the Swing Riots happened where the Speenhamland system was in use. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. this can be developed by explaining that the Swing Riots took their name from Captain Swing the supposed instigator and that they involved violence against the property of rural landlords. **2-3**

- (b) Explain why the Whigs passed the Great Reform Act in 1832. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. some answers will focus on Lord Grey and his personal commitment to reform and the desire of the Whigs to fulfil the expectations held of them after a very long period of Tory rule. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. other responses will point to the riots and disturbances in England following the Revolution of 1830 in France. The desire amongst manufacturing towns for representation is also likely to be offered as an explanation. **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. at Level 3, candidates will offer an explanation linking different factors together or will offer a hierarchy of causation. **6-7**

- (c) Explain the importance of social and economic change, in relation to other factors, in explaining why the Whigs introduced reforms 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 the responses to political discontent in Britain. The whole process of industrialisation led to huge social pressures and these are reflected in the Education Grant in 1833 and the Factory Reforms which attempted to ensure children were given an education. The Whigs also sought to reform the Church of England; this reflected pressure from the growing number of Catholics and Nonconformists. The abolition of slavery was a result of evangelical pressure whilst the PLAA was passed not only to keep costs down for ratepayers but also to respond to Benthamite pressure.

Question 3

- (a) Comment on 'the Congress System' in the context of British foreign policy in the years 1815 to 1822. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. the stimulus states that Castlereagh supported the Congress System. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. own knowledge can develop this by reference to explaining that it involved regular meetings between the European powers. The context

may be drawn from the dates given which ends in 1822 when Castlereagh commits suicide. **2-3**

- (b) Explain why there were difficulties in relations between Britain and Russia in the years 1822 to 1829. **(7 marks)**

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the causes of the difficulties between Great Britain and Russia can be explained through the different ideological and support bases of the two countries. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. there was direct conflict over influence in the Eastern Mediterranean especially when the Greeks sought to win independence from the Ottoman Empire. This was not simply a matter of prestige but also Britain's trade with the Levant. The Spanish and Portuguese revolutions also pitted the two countries on opposite sides as Britain was sympathetic to Liberal revolutions whereas Russia wanted to use the Holy Alliance to justify armed intervention by the conservative powers. **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. that Britain's suspicion of Russia was the main cause of the conflict in the period. **6-7**

- (c) Explain the importance of maintaining the balance of power in Europe, in relation to other factors, in explaining British foreign policy in the years 1815 to 1829. (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 balance of power was central to Castlereagh's development of the Congress System because he wanted to ensure that Britain's interests were not threatened as they had been by Napoleon. Therefore, Castlereagh sought to re-introduce France to the European concert having avoided a Carthaginian peace being imposed by the Congress of Vienna. However, Castlereagh also had an eye to trade as is shown by his decision to achieve a settlement with the USA and to hold on to Malta as well as securing the Cape Colony. The cost and social pressures created by the long wars against France also encouraged Castlereagh to prize peace. Canning also showed a concern for trade when he supported the independence of Spain's former colonies with whom Britain's trade expanded sevenfold in ten years. Canning also showed his concern for the balance of power when he tried to prevent French intervention in Spain and succeeded in preventing a counter-revolution in Portugal. Canning tried to contain Greek demands for autonomy but by 1829 Wellington had to accept Greek independence even if this increased Russian influence in the Balkans.