



General Certificate of Education

AS History 1041

Unit 1: HIS1G

Britain, 1815–1865

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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

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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

Specimen Mark Scheme for examinations in June 2010 onwards

GCE AS History Unit 1: Change and Consolidation

HIS1G: Britain, 1815–1865

Question 1

- 01** Explain why Lord Liverpool’s government followed reactionary policies in the years 1815 to 1820. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-2**
- 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**

Indicative content

Candidates are likely to refer to the Cato Street conspiracy and the execution of the ringleaders and transportation of many others involved. The role of agent provocateurs such as Oliver the spy is likely to feature in many answers. The focus is likely to be on the impact of the Corn Laws in creating poverty which bred discontent. Also industrialisation as a cause of social discontent. Many candidates may develop a theme of suppressing possible revolution.

Question 1

02 How far was Lord Liverpool's government a reforming one in the years 1822 to 1827?
(24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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**

Indicative content

Candidates will be expected to address the issue by considering the various reforms attempted by Liverpool's administration, and those which were not considered. The major reforms which will feature in most answers include the Jail Act, reform of the criminal law, liberalisation of trade and the role of key individuals. The Jail's Act represented a genuine humanitarian attempt to reform prison conditions, but provisions for the separation of females also reflected evangelical reformers' pious concerns over morality. The reform of the criminal law may be seen as liberal in that it reduced the number of capital offences but other candidates will see this as a device to secure a greater number of convictions. Some candidates may focus on the Cotton Factory Act, in which case, its importance as a step towards better working conditions is the major plus point, but the retention of long hours for juveniles offers a counter argument. The liberalisation of trade offers considerable scope for debate as it reflects the central area of relative

liberalisation. The decision to pass both the reforms to the Navigation laws and the Reciprocity of Duties Act will lead candidates to discuss 'free trade' but stronger candidates will balance this with the retention of the Corn Laws and the refusal to amend them under Liverpool. Some candidates may instance the reform of the Combination Acts as liberal but it will be noted that the original reform in 1825 was driven by backbench pressure and that the reforms were tightened again in 1826 after a wave of strikes. The role of Huskisson as a liberal influence and the replacement of Vansittart by Robinson and Castlereagh by Canning, respectively, will feature in many answers.

Question 2

- 03** Explain why there were demands for parliamentary reform in the years before 1832. (12 marks)
Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-2**
- 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**

Indicative content

Candidates will be able to refer to a range of reasons. Many will start by focusing on the shortcomings of the unreformed system such as Rotten Boroughs. The stronger responses will place these demands for reform in the context of the industrial revolution and the consequent growth of a middle class whose wealth was drawn from industry rather than land and were therefore under-represented in Parliament. Those focusing on 1832 will develop this by reference to the Days of May, Lord Grey's personal commitment to reform, and the less hostile attitude of William IV compared to George IV. Stronger responses are likely to cover the level of fright amongst the land classes following the Swing Riots and local riots such as those in Bristol, Nottingham and Derby. The Revolution in France in 1830, which had seen the

overthrow of Charles X in favour of Louis Phillipe, also seemed to provide a lesson to Britain's ruling class that compromise was necessary.

Question 2

- 04** How important was disappointment with the Reform Act in causing the rise of Chartism?
(24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
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- 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**

Indicative content

The limitations of the great Reform Act were reflected in the Chartist petitions which called for further reform such as a salary for MPs and secret ballots. The role of Lovett and other members of political Unions further emphasises this link. The demand for universal male franchise was a direct challenge to the limited expansion of the electorate in 1832. Others may argue that Chartism owed more to the radical tradition stemming from Thomas Paine's *The Rights of Man* and Orator Hunt's campaigns during Liverpool's time. The fate of the

Tolpuddle Martyrs in 1834 may also be seen as an agent of radicalism. Another cause of Chartism may be identified in the Poor Law Amendment Act of 1834 and the creation of the Workhouses which were nicknamed ‘Whig Bastilles’. Others may follow the view of Gash that ‘hungry bellies filled the ranks of chartists’ and therefore focus on the economic difficulties of 1838–1839. Candidates may be aware of the debates as to whether Chartism a proto-Marxist movement. Fewer candidates are likely to look at the links between Chartism and religion, e.g. Primitive Methodism.

Question 3

05 Explain why Catholics were emancipated in 1829. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-2**
- 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**
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- 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**

Indicative content

The majority of candidates are likely to focus upon the short-term factors stemming from O’Connell’s election in Clare and the subsequent attempt to unseat him, and the responses from Peel when O’Connell was returned again. Peel had been nicknamed ‘Orange Peel’ whilst Irish Secretary so his decision to advise Wellington to compromise in 1829 came as a shock to many contemporaries, especially his own party. However, support for Catholic Emancipation had been shown in the House of Commons in 1821 when it was subsequently blocked in the House of Lords. The debate over Catholic Emancipation had been stifled whilst Lord Liverpool was Prime Minister but erupted within the Tory Party once Canning succeeded him. The refusal of Ultra Tories to serve under Canning and the reciprocal refusal of pro-Emancipation Tories to serve under Wellington were the immediate cause of the Clare by-election. Stronger candidates will see Peel as recognising that failure to emancipate would probably lead to

Wellington's government being defeated and/or put it in the context of Non-Conformists being given greater equality with Anglicans in 1828. Some candidates may even point to the fact that Tories who saw themselves as the heirs of Pitt the Younger would know that he had resigned after George III broke the promise to emancipate Catholics which had been promised at the time of the Act of Union in 1801.

Question 3

06 How important was the Irish Famine in the rise of Fenianism to 1865? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
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- 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**

Indicative content

Given the centrality of the Famine as an event within this period, candidates are likely to focus first upon supporting the proposition. The mass emigration to the United States which followed the Famine is generally seen as fostering a bitter hatred of the British which then blossoms. The Fenian Brotherhood benefitted from the decision by the US government in Washington not

to prevent them raising money and sending arms to the Irish Republican Brotherhood founded in 1858. However, candidates are likely to be aware that revolutionary nationalism had only recently evidenced itself during the opposition to the Act of Union and previously in the Rebellion of 1798 led by Wolfe Tone. Candidates may also place the 1848 'young Ireland' movement within the context of the revolutions which took place across Europe during that year. One of the key men in this uprising was John O'Mahoney who came from a family with large estates in County Tipperary so was not driven into nationalism by the Famine. They should also be aware that peaceful demands for reform such as O'Connell's Repeal movement were proscribed by Peel, at Clontarf in 1843, and therefore the Irish were denied the opportunity to further their cause in that way. Others may suggest that O'Connell's defeat by Peel had meant that radicals such as John Mitchell were already coming to nationalism in the context of a range of wider issues such as the continuing poverty and divisions in Ireland.