



**General Certificate of Education  
January 2011**

**AS History 1041**

**HIS1G**

**Unit 1G**

**Britain, 1815–1865**

**Final**

***Mark Scheme***

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)

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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)**

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##### **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

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January 2011

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

**HIS1G: Britain, 1815–1865**

**Question 1**

- 01** Explain why landowners supported Lord Liverpool's government in the years 1815 to 1819. (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**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates might include some of the following factors:

- the introduction of the Corn Laws
- the defence of society against radicalism e.g. the Six Acts
- the passing of other class based legislation such as the Game Act and abolishing income tax.

*OR* Candidates may refer to some of the following long-term factors:

- support for the position of the landed classes in Ireland
- the defeat of Napoleon – patriotism
- the resistance to parliamentary reform.

and some of the following short term/immediate factors:

- The Peterloo Massacre
- Luddism
- support of the Regent.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given; for example, they might explain that the Liverpool government, having won the war and introduced the Corn Laws, was very effective in looking after the interests of the landed class, a class to which Lord Castlereagh and others themselves belonged.

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**Question 1**

- 02** How successful were the social and economic reforms introduced by Tory governments in the years 1819 to 1829? (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**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting success might include:

- economic reforms such as the banking reforms of 1826–1827
- Trade reforms such as the Reciprocity of Duties Act and the relaxation of the Navigation Laws
- the Metropolitan Police Act.

Factors suggesting reforms were less successful might include:

- they agreed to repeal of the Combination Laws only to have to amend them again in 1826
- Catholic Emancipation did not solve problems in Ireland and caused deep divisions within the party itself
- the banking reforms followed a banking crisis which had not been prevented by earlier reforms in 1819 further commercial reforms would be needed in 1844.

Good answers are likely to/may show an awareness that much of the success came after 1822 or that the demands for parliamentary reform which had been ignored eventually overwhelmed the Tory party between 1830–1832.



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**Question 2**

**03** Explain why support for the Whigs declined in the years 1832 to 1841. (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**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why Whig support declined.

Candidates might include some of the following factors:

- disappointment with the Great Reform Act
- Peel's revival of the Tories as the Conservatives from 1834
- the Lichfield House Compact (1835)
- the Municipal Reform Act.

*OR* Candidates may refer to some of the following long-term factors:

- the lack of significant reform under Melbourne after 1834
- the Whigs had come to power when the landed classes feared revolution, but as this threat faded the Tories re-emerged.

and some of the following short-term/immediate factors:

- Peel's promise, in 1841, to preserve the Corn Laws
- middle class reaction to the horrors of the Poor Law, e.g. Dickens's *Oliver Twist*
- the rise of Chartism.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might point to Peel's skill in avoiding office in 1838 over the Bedchamber Crisis, so that the Whigs, who were reliant upon Irish support after the Lichfield House Compact, would face a general election which gave him a chance to govern with a proper majority.

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**Question 2**

- 04** How far was the failure of Chartism by 1851 due to improvements in the economy?  
(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**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting economic improvement was crucial might include:

- Chartism's support peaked in the depression of 1839–1843
- discussion of the Rostow index
- the repeal of the Corn Laws linked to the Mid-Victorian Boom.

Factors suggesting other factors were important might include:

- divided leadership
- umbrella organisation, e.g. Land Plan
- strong Government response, e.g. by Graham as Home Secretary.

Good answers are likely to/may show an awareness that the failure of Chartism resulted from a combination of factors, for example, that the Whigs and Tories/Conservatives were united in opposing Chartism but that once economic conditions improved Peel's abolition of the Corn Laws removed one of the reasons for working class discontent – so Chartism was a “Knife & Fork Movement”.

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**Question 3**

**05** Explain why British rule was unpopular in Ireland in the 1820s. (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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**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why British rule was unpopular;

Candidates might include some of the following factors:

- absentee landlords & their agents
- being forced to pay tithes to the Church of Ireland
- the exclusion of educated middle class Catholics from Parliament until 1829

*OR* Candidates may refer to some of the following long-term factors:

- Pitt's failure to keep his promise of Catholic Emancipation in 1801
- the Act of Union in 1801
- the Revolutionary tradition such as Wolfe Tone in 1798

and some of the following short-term/immediate factors:

- O'Connell's leadership of the League
- the Clare by-election
- population pressures in rural Ireland.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might link the refusal of George III to honour Pitt's promise of Catholic Emancipation in 1801 with the focus of O'Connell's campaign to achieve this, climaxing in the Clare by-election in 1829.

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**Question 3**

- 06** How successful were British governments in dealing with opposition to British rule in Ireland in the years 1829 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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Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting British governments were successful might include:

- Catholic Emancipation
- The defeat of O'Connell's Repeal Movement
- the steps taken to provide relief during the Famine
- the suppression of Young Ireland in 1848
- the Belfast Riots of 1857

Factors suggesting British governments were not successful might include:

- the controversy over the Irish colleges proposed by Peel
- the Tithe Issue linked to the continuation of the Church of Ireland as the established church even though it only represented 5% of the people in Ireland
- the impact of the potato famine in embittering future relations with Catholic Ireland
- the formation of the Irish Republican Brotherhood as the heir to centuries of armed revolts against English rule.

Good answers are likely to/may show an awareness that much of the material can be construed on either side of the argument and that the emphasis given to each is likely to depend upon the perspective of the writer. For example, the Belfast Riots of 1857 were a product of Rev. Drew's preaching as Grand Chaplain of the Orange Order, not government policy, but they focused support for continuing British rule in Ireland's largest city.