



**General Certificate of Education  
January 2012**

**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 students' 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 students' 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 students' 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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2012

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

**HIS1G: Britain, 1815–1865**

**Question 1**

**01** Explain why the Corn Laws were introduced in 1815. (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 students 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 the Corn Laws were introduced in 1815

Students might include some of the following factors:

- there was pressure from farmers who were well represented amongst MPs
- parliament represented the landed classes who drew their incomes from tenant farmers
- the end of the Napoleonic Wars opened up the British market to imports – this led to demands for protective tariffs
- differentiate between two factors listed and factors which are well-developed.

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

- farmers faced difficulties because they had invested in marginal land due to wartime shortages
- the loans taken out in wartime were at high rates of interest based on high prices

and some of the following short term/immediate factors:

- the unreformed House of Commons over-represented the agricultural south
- the sudden expensive impact of the end of war
- the sharp decline in wheat prices from 78s. in 1814 to 60s. in 1815.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might point out that the fall in wheat prices meant that there was growing panic in the government which Liverpool could not ignore if he wished to retain authority and remain in power.

NB Income Tax was abolished in 1816 therefore cannot be relevant to this question.

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**Question 1**

- 02** How successful were the domestic policies of Lord Liverpool's government in reducing unrest in the years 1815 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**

**Note: This content is not prescriptive and students 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.**

Students 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.

Answers should address the issues in the questions over the whole timescale from 1815 to 1827, discussing the extent of the degrees of unrest and how successfully the government tackled these changes, especially after 1819.

Factors suggesting government policies were successful might include:

- The absence of rebellion which might in turn be linked to:
  - the Navigation Laws which were relaxed which increased trade
  - the growth in trade linked to the Reciprocity of Duties Act
  - the humanitarian elements of the Gaols Act (1823) inspired by Elizabeth Fry
  - the repeal of combination laws.

Factors suggesting that government policies were not successful might include:

- the failure of the Corn Laws to prevent decline in prices
- limitations of the Cotton Factory Act, 1819
- the economic crash of 1826
- continuation of some unrest.

Some students might argue that other factors were more important than government policies in reducing unrest:

- years of peace after deprivations of war
- growth of industry and more employment opportunities.

Good answers are likely to show an awareness that the policies of the government are unlikely to be the sole cause of the reduction in unrest. They may argue that the ending of war was of far greater consequence or they might allege that the 'laissez faire' approach adopted by the government in many areas did more than specific government policies.

Some students may focus only on the early years, not on 1822–1827. It is unlikely that such answers could rise above mid-Level 2.

NB The Metropolitan Police Act was passed in 1829 and is not relevant here.



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**Question 2**

**03** Explain why Lord Grey's government introduced a Reform Bill in 1831. (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 students 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 the parliamentary reform bill was introduced in 1831.

Students might include some of the following factors:

- Lord Grey's lifelong commitment to parliamentary reform
- the Swing Riots in the countryside and the riots in Bristol
- the belief in the political advantage to be gained over the Tories
- promises made in 1830 General Election.

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

- the un-representative nature of the House of Commons, e.g. Old Sarum
- the radical tradition going back to Thomas Paine, for example.
- the impact of the industrial revolution in creating new, and unrepresented, centres of population such as Birmingham

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

- the agitation of 1830–1831
- the opportunity provided by a new Whig government.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain that Grey's personal commitment to reform meant that he introduced a bill which helped to release the demand for change. They might put this demand to the emergence of a new manufacturing class as part of the industrial revolution and point out that Liverpool had simply ignored this whilst he was in office.

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**Question 2**

- 04** How far did the Whig reforms in the years 1833 to 1840 improve the lives of the working classes? (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 students 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.**

Students should be able to make a judgement by addressing the ways in which the Whig reforms improved the lives of the working classes offering some balance of ways in which they did not.

Students should address the issues in the question. This requires an overview assessment of the Whig reforms from 1833 to 1840, with a specific focus on how far these reforms did (or did not) affect the working classes. We must not over-reward answers which show good knowledge of the reforms but are not directly relevant to this key issue.

Factors suggesting that they improved lives might include:

- PLAA provided a refuge for the destitute
- the Factory Act was enforced to keep children under 9 out of work (and place restrictions on the work of older children)
- the Education Grant provided help in the building of schools
- Municipal Corporations Act allowed for improvements in town government which would aid the social needs of poor.

Factors suggesting the reforms did not improve lives for the working classes might include:

- the draconian terms of the PLAA forcing the poor into workhouses (it was primarily designed to save middle-class ratepayers from paying more)
- the education grant was very small and only given to the two main Church societies
- repression of TUs, e.g. Tolpuddle Martyrs
- major reforms such as Municipal Corporation Act were more concerned with middle class administration and efficient use of money.

Good answers are likely to/may show an awareness that many of the reforms such as the PLAA were more concerned with Benthamite efficiency and middle class concerns rather than helping the poor. The despair of the poor might be seen in the growth of support for Chartism.

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**Question 3**

**05** Explain why Britain supported independence movements 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**

**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 students 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 Britain was interested in independence movements in the years 1821–1829.

Most answers will focus on Latin America, although Greece is clearly relevant. The key requirement is explanation of the reasons why Britain supported such movements, not a comprehensive coverage of all independence movements.

Students might include some of the following factors:

- the desire to avoid France seizing/controlling Spain's former colonies meant Britain supported independence for Chile and Argentina
- Britain supported Brazil's independence from Portugal to prevent Portugal falling to conservative rebels with Franco-Spanish support
- the classical education of many MPs made them sympathetic to the Greek independence movement
- the Monroe Doctrine opposed Western expansion by all countries

- Canning was personally sympathetic to independence movements.

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

- British concern to maintain the balance of power especially vis-à-vis Russia
- British concern to maintain the trade routes to India
- Britain's long-standing associations with 'liberty' and the freedom of peoples

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

- Canning's desire to appear more in favour of liberalism than Castlereagh had been
- Russian diplomatic manoeuvres such as the St Petersburg Protocol provided a British response.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might link the long term desire for a balance of power to the specific concern that Russia would take the territory of the Balkans from the Ottoman Empire and threaten British trade in the Eastern Mediterranean, as reasons for the British stance.

**Question 3**

- 06** How important was the promotion of trade to British foreign policy in the years 1830 to 1846? (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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- 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 students 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.**

Students 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

Answers should address the key issues in the question with reference to the whole timescale 1830 to 1846.

Factors suggesting trade was important might include:

- the resolution under Peel of outstanding trade issues with the United States
- Palmerston and Melbourne opting to maintain peace where possible as this stimulated the opportunities for trade
- the need to support moves to reduce tariffs – trade had to expand
- the Sikh wars extending British trading opportunities in India
- the Opium wars against China.

Factors suggesting ways in which trade was not important or the importance of other factors might include:

- The Quadruple Alliance of 1834
- Palmerston's concerns over the Balance of Power in the Near Eastern Crisis hence support for Turkey
- the way in which the issue of slavery was allowed to limit trade with Brazil after 1836
- peace as demonstrated in the Treaty of London to guarantee Belgian neutrality
- naval power evidenced by the Straits Convention of 1841.

Good answers are likely to/may show an awareness that the various factors are closely inter-linked in that trade relied upon peace and that therefore negotiations to achieve a political settlement in Uruguay and not to support California against the United States need to be seen in the context of the high volume of trade with the United States and Latin America. Although the reaction to Russia's ambitions in the Near East reflected a traditional concern for the Balance of Power it is also true that Aberdeen pursued a policy of entente with France despite its unpopularity at home in order to support British trading interests. Stronger answers may offer a comparison/contrast between the importance of different factors under different governments.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)