

A-LEVEL

History

Paper 1F Industrialisation and the People: Britain, c1783–1885
Additional Specimen Mark scheme

Version: 1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk

A-level History Paper 1 Specimen Mark Scheme

1F Industrialisation and the People: Britain, c1783–1885

Section A

- | | | | |
|----------|----------|--|-------------------|
| 0 | 1 | Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the role of Disraeli in the development of the Conservative Party after 1846. | [30 marks] |
|----------|----------|--|-------------------|

Target: AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

- | | | |
|------------|--|--------------|
| L5: | Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. | 25-30 |
| L4: | Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. | 19-24 |
| L3: | Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historic context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. | 13-18 |
| L2: | Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. | 7-12 |
| L1: | Either shows an accurate understanding of the interpretation given in one extract only or addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. | 1-6 |
| | Nothing worthy of credit. | 0 |

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.

Note: in responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid and what follows is indicative of the analysis and evaluation which may be relevant.

Extract A: In their identification of Blake’s argument, students may refer to the following:

- Disraeli had the ability to exploit the lucky situation he found himself in, to the benefit of the Conservative party
- the electoral success of the Conservative party under his leadership
- the failures of the Liberals
- social changes and the role of individuals which Disraeli was able to exploit.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- evidence to corroborate or refute Disraeli’s role in the 1840s: i.e. the clash with Peel and the split in the Conservative party
- evidence to corroborate or refute Disraeli’s part in the later success of the Conservative party: ‘villa Toryism’; 1867 reform act; Suez, etc
- evidence to corroborate or refute how successful the Conservative party was: election results of 1868, 1874, 1880.

Extract B: In their identification of Taylor’s argument, students may refer to the following:

- Disraeli’s lack of political principles or philosophy and his aim to gain power which overrode everything else
- his personal rivalries with Peel and Gladstone
- his conception that parties stood for interests not programmes
- that Disraeli did not know what to do with power once he’d gained it.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- evidence to corroborate or refute that Disraeli was devoid of political principles: the clash with Peel in the 1840s; his development of the idea of one-nation conservatism and imperialism
- evidence to corroborate or refute that Disraeli’s main aim was to gain power: the ‘leap in the dark’
- evidence to corroborate or refute the achievements of Disraeli in power: the creation of villa toryism and the development of working class support for the Conservative party.

Extract C: In their identification of Abbott’s argument, students may refer to the following:

- Disraeli’s aims to modernise the Conservative party and his success in achieving this
- Disraeli’s lack of real interest in social reform
- the similarities between Peel and Disraeli in terms of objectives
- Disraeli’s aim as a Conservative to conserve Britain’s institutions.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- evidence to demonstrate (or not) Disraeli’s interest in social reform: i.e. Artisan’s and Labourer’s Industrial Dwelling Act 1875, Public Health Act 1875, Education Act 1876, etc.
- evidence to argue the similarities or difference between Peel and Disraeli: the modernisation of the Conservative party
- evidence to corroborate or refute what Disraeli’s vision of conservatism was and how successfully he achieved this: i.e. one-nation conservatism and Tory imperialism, etc.

Section B

0 2 'William Pitt the Younger was able to dominate politics between 1784 and 1806 because of the weakness of the opposition.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments that support the proposition that William Pitt the Younger dominated politics between 1784 and 1806 because of the weakness of the opposition, might include:

- splits within the Whig faction, especially over the French Revolution
- the limits of Fox's leadership
- the King's personal dislike of the Whigs, and especially Fox, meant that he preferred Pitt being in power
- election results that show Pitt's popular support compared to the Whigs.

Arguments challenging the proposition that William Pitt the Younger dominated politics between 1784 and 1806 because of the weakness of the opposition, might include:

- Pitt's oratory and his control of parliament
- Pitt's response to the French Revolution
- Pitt's success in leading the country during the Napoleonic wars, especially in administration and finance
- Pitt's 'honest Billy' reputation in comparison to the Whig's venal reputation
- Pitt's relationship with the King: the importance of patronage.

Good answers may or may not conclude that the weakness of the opposition was important. However, they should also recognise how Pitt was able to take advantage of this to stay in power.

- 0 3** How significant was the role of Daniel O’Connell in the debate over Catholic emancipation 1798-1828? **[25 marks]**

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments that support the proposition that Daniel O’Connell played a significant role, might include:

- O’Connell’s oratorical skills which helped the calls for emancipation become a mass movement in Ireland in the 1820s
- his establishment of the Catholic Association which linked middle class and working class Irish
- O’Connell’s strategy of standing for election which brought the debate to a head.

Arguments challenging the proposition that Daniel O’Connell played a significant role, might include:

- emancipation was part of a broad development whereby restrictions on Catholics were gradually being lifted. i.e. Relief Act
- the monarchy’s long-term resistance which had prevented the issue being dealt with in 1800
- the realisation that the Act of Union had not solved long term social and economic problems in Ireland
- unrest and fear of civil war in Ireland throughout the period
- support in parliament throughout the period.

Good answers are likely to conclude that there was already a movement toward catholic emancipation but that O’Connell’s campaign was a catalyst in that it persuaded important parliamentarians like Wellington and particularly Peel to support it and this allowed it to overcome the long term resistance to change.

0 4 'Pressure for change in the period after the Great Reform Act to 1855 was a response to economic problems rather than a desire for political reform.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments that support the proposition that pressure for change was more of an economic response might include:

- recognition of Chartism at the time by contemporaries and its leaders as a ‘knife & fork’ movement and its strength during the ‘hungry 40s’
- resentment of the New Poor Law and the establishment of the Anti-Poor-Law-Movement
- the aims of the Anti-Corn-Law-League
- the impact of the Irish famine (1845-52) and the Irish Brigade’s calls for free trade.

Arguments challenging the proposition that pressure for change was more of an economic response might include:

- disappointment about the limits to the Great Reform Act
- the aims of the Chartist’s People’s Charter, Chartist petitions, Chartist candidates standing for election with political agendas
- evidence for the political nature of uprisings in Sheffield, Newport, Bradford
- the links between the Anti-Corn-Law-League and the development of the Liberal party
- the European context i.e. 1848 etc
- middle class radicalism – Bright, Cobden, Mill
- calls for further electoral reforms in the 1850s – Russell, Gladstone.

Good answers may or may not conclude that pressure for change stemmed from economic problems rather than a desire for political change but they should recognise the links between them.