

**GCE**  
**AS and A Level**

# History

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

## **Unit 1G** **Specimen mark scheme**

**Version 1.1**





**General Certificate of Education**

**AS History**

**Unit 1: HIS1G**

**Britain, 1815–1865**

**Specimen Mark Scheme**

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 first operational exams.

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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Set and published by the Assessment and Qualifications Alliance.

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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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**Specimen Mark Scheme****GCE AS History Unit 1: Change and Consolidation****HIS1G: Britain, 1815–1865****Generic Mark Scheme****Question 1(a), Question 2(a) and Question 3(a)**

- 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. **0-2**
- 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**

**Question 1(b), Question 2(b) and Question 3(b)**

- 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. **0-6**
- 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**

### Question 1

- (a) In what ways were the Corn Laws important in creating popular discontent in the years 1815 to 1820? **(12 marks)**

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

#### Indicative content

Candidates will be expected to know that the Corn Laws were introduced to restrict the importation of foreign grain in order to protect British farmers. They should be able to explain that the key price was 80 shillings per bushel and that above this point foreign grain could enter freely. This meant that the price of wheat typically ranged between 60 shillings and 70 shillings and that therefore the price of bread was high.

Candidates will demonstrate their understanding by explaining that the Corn Laws were passed by a Parliament which was dominated by the agricultural interest and was therefore seen as benefiting the wealthy at the expense of ordinary people. Therefore there were demands, voiced by people such as Henry Hunt, to reform Parliament in order that they would be more interested in the needs of the urban poor. These demands led to mass meetings such as those held in the Spa Fields and in St Peter's Fields.

- (b) How successful was Lord Liverpool's government in defeating radical demands in the years 1815 to 1827? **(24 marks)**

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

#### Indicative content

Candidates should be aware of the main measures taken by the government of Lord Liverpool to quell radical discontent including the Six Acts, Suspension of Habeus Corpus and the use of spies/agent provocateurs. Between 1822 and 1827 the government passed a number of reforms, such as the relaxation of the Navigation Acts and the Reciprocity of Duties Act, designed to improve the economy and therefore ease tension. Responses should explain that overall, Lord Liverpool was able to defeat radical demands and that he did so with a mixture of reform and repression. Candidates are likely to discuss this in terms of the continuity and change of personnel in the Cabinet reshuffle of 1822. Candidates may develop this approach by arguing that Liverpool's success did not long survive his resignation and death in 1827 as the issue of Parliamentary Reform soon led to upheaval and that the Corn Laws were amended, in

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a limited way, in 1828. Candidates may discuss the question in the context of the debate as to whether the Tories were “liberal Tories” after 1822 or whether this is an outdated view because key personnel like Peel were already members of the government. Candidates may also be aware of Disraeli’s view that Lord Liverpool was an ‘arch mediocrity’ but that Gash and others have argued that he deserves considerable credit for his ability to hold together a Cabinet with many clashing egos.

## Question 2

- (a) Explain why there was widespread support for electoral reform in the years 1830 to 1832. (12 marks)

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

### Indicative content

Candidates should be able to refer to the impact of the Revolution in France in 1830, which helped the Whigs to gain seats at the General Election in 1830 caused by the death of George IV. The Whigs were headed by Lord Grey who was personally committed to the cause of parliamentary reform. The shortcomings of the pre-1832 parliamentary system, such as rotten boroughs, also contributed to demands for reform. Candidates may offer a reasoned argument as to the hierarchy of causation. The role of chance, the coincidence of events in France and a General Election may be used to explain why the long-standing complaints about the parliamentary system came to a head in these years. The importance of a key figure such as Lord Grey in relation to impersonal forces is also an area for debate.

- (b) How important was disappointment with the Great Reform Act in explaining the rise of Chartism? (24 marks)

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

### Indicative content

Candidates should be aware that Lord Grey said that he was ‘reforming to preserve’ and that the Great Reform Act was limited in its scope. The Great Reform Act doubled the pre-1832 electorate by enfranchising most of the middle class but did not extend to the working class who were partially disenfranchised by the creation of uniform qualifications for voters. The economic downturn in the late 1830s and discontent with the Poor Law Amendment Act, as well as the impact of the Factory and Registration Acts, also led to the rise of Chartism. Candidates may discuss continuity and change by explaining that the post-1832 House of Commons remained dominated by the landed gentry and their scions as few of the enfranchised middle class could afford to sit unpaid as MPs. Parliament was therefore almost unanimous in rejecting the Chartist petitions which called for further reform such as a salary for MPs and secret ballots. The gulf between the landed MPs and the urban poor will be indicated in the inappropriateness to northern conditions of the Poor Law Amendment Act and the desire by landowners to reduce the cost of the Poor Law. The role of the Great Reform Act will probably be linked to the Chartist demand for universal male suffrage. Candidates may also show continuity between Chartism and the radical movements of the 1820s and link popular agitation to the writings of such men as Paine and Rousseau. Candidates may be aware of the debate as to whether



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Marxist historians were too keen to find proto-Marxist movements and therefore tried to interpret Chartism within that ideological context. Others may follow the view of Gash that 'hungry bellies filled the ranks of the Chartists' and that therefore it was the economy rather than the Great Reform Act which gave rise to Chartism.

### Question 3

- (a) Why did Castlereagh support the Congress System in the years 1815 to 1820?

(12 marks)

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

### Indicative content

Candidates may be aware that Castlereagh believed in international co-operation and that he had been a force for mediation at the Congress of Vienna and that this had been continued at the Congress of Aix-La-Chappelle when he had sponsored the re-integration of France into the concert of nations and the subsequent formation of the Quintuple Alliance. Candidates are likely to cite the friendship between Castlereagh and Prince Metternich of Austria as a further example of his preference for cooperation. Candidates may address 1820 by reference to Castlereagh's State Paper of that year. Candidates may explain Castlereagh's commitment to the Congress System in terms of his desire to maintain European peace. This is evidenced not only by Metternich's comment that Castlereagh had been extremely moderate in his demands at Vienna but also by his desire to reach a compromise with the United States. The Congress System also reflected Castlereagh's view that the balance of power could best be maintained by regular dialogue between the Great Powers. Candidates may also link Castlereagh's pacific intent to his desire to avoid war with the consequent risks to social order stemming from high taxation.

- (b) How important was support for foreign movements for national independence in influencing British foreign policy in the years 1822 to 1846?

(24 marks)

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

### Indicative content

Candidates may explain that the support of foreign movements for national independence refers to Britain's attempts to permit liberal revolutions to take place in Europe despite the opposition to any reform of the conservative powers, especially Russia and Austria. They will also be aware of Britain's other aims such as peace, trade and a desire to balance the claims of the major European powers in order to prevent one power dominating the Continent in the way that Napoleon had attempted to do. The support for foreign movements for national independence led to British opposition to French intervention in Spain and Portugal as well as Russian involvement in Greece. Candidates will also be aware of the change in foreign policy under Palmerston, often referred to as Gunboat Diplomacy which is seen as more focused upon supporting British trade and prestige, for example, the Opium Wars.

In offering a hierarchy of importance, candidates will consider the relative importance of different motives. In dealing with France, the government was interested in curbing French ambitions via the Polignac Memorandum. Relations with Russia largely centred upon avoiding her domination of Europe but also because autocratic Russia was anathema to many

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democratic politicians. However, concern regarding a potential Russian presence in the Aegean, reflected in Britain's stewardship of the Ionian Islands, partly arose from a desire to maintain the profitable trade in the Levant. Relations with Austria were heavily influenced after 1822 by Canning's antipathy for Metternich, though his friendship with Princess Lieven saw a partial re-orientation of policy towards Russia. The sympathy of Britain's classically educated elite for the Greek cause was another influence at work. The desire to maximise the benefits of the rapidly growing trade with Latin America and to maintain the security of the sea lanes between Britain and her Empire represent other factors which had to be weighed against or dealt with within the context of the support for foreign movements for national independence. Candidates may set this period in the overall context of the balance of power as a keystone of British foreign policy from the sixteenth century to the present. They may also relate foreign policy to the accompanying changes in trade policy such as the Reciprocity of Duties Act and the work done by Gladstone as Vice President of the Board of Trade under Peel, as well as the desire of Britain as a maritime power to avoid Continental engagements so that government expenditure can be kept low by Peel, even after his decision to reintroduce Income Tax.