



General Certificate of Education

AS History 1041

Unit 1: HIS1G

Britain 1815–1865

Mark Scheme

2010 examination – January series

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

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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

January 2010

GCE AS History Unit 1: Change and Consolidation

HIS1G: Britain, 1815–1865

Question 1

- (a) Explain why Lord Liverpool's government passed liberal reforms after 1822. (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 why Liverpool's government passed liberal reforms.

Candidates might include some of the following factors:

- radical pressures had been reduced by the success of measures such as the suspension of Habeas Corpus
- the economic downturn after 1815 had ended leaving scope for reform
- Liverpool had remodelled the Cabinet in 1822 which meant reformers such as Robinson and Huskisson were more prominent

- Liverpool's skill in managing the Cabinet allowed reform to be carried out selectively.

Candidates are likely to offer a hierarchy or to link the points together such as arguing that the improvements in the economy reduced radical pressure or that Liverpool's skill enabled him to encourage men like Huskisson whilst keeping Canning's ego in check.

- (b) How important was popular discontent in bringing about the Reform Act of 1832?
(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.

Factors suggesting the importance of popular discontent might include:

- popular discontent as manifested in the riots in Bristol 1830 and the Swing Riots 1831 led to a threat of revolution which supported the Whigs in their call for reform
- popular discontent during the “Days of May” prevented Wellington from forming an alternative government
- the alliance of the middle class with the working class, e.g. the BPU.

Other factors might include:

- Lord Liverpool’s resignation led to the break up of the Tory party which created the opportunity for the Whigs to gain power after a period of more than twenty years since Rockingham’s brief ministry
- Lord Grey was personally committed to reform and was tactically astute, e.g. he accepted Wellington’s recall in May 1832
- the death of George IV, who had abandoned his Whig allies when he became Regent
- the liberal revolution in France in 1830, as well as the distant echoes of 1789, encouraged William IV to accept Grey as Prime Minister.

Question 2

- (a) Explain why Peel reduced tariffs in the years 1841–1845. (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 factors listed below:

- Peel inherited an economic slump
- Peel was determined to defeat Chartism with kindness by reducing the cost of living
- Peel was under pressure from the Anti Corn Law league.

Candidates are likely to offer a hierarchy or to link points together such as arguing that Peel's personal commitment to Free Trade was supported prior to 1846 by loyal backbenchers glad to be back in power.

Or, they may refer to long-term factors such as:

- Peel was a committed Free Trader
- Peel had supported tariff reform in the 1820s
- Peel and Goulbourn believed that the Income Tax would yield more than it initially did and wanted to balance the tax by easing pressure on wages.

(b) How far was the mid-Victorian boom due to the repeal of the Corn Laws?

(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.

Factors suggesting it was might include:

- cheaper food prices led to a rise in living standards
- the Repeal of the Corn Laws may be seen as the symbolic crowning reform to trade policy in the 1840s and as it was followed by the Mid-Victorian Boom, candidates are likely to see a causal relationship
- lower costs extended Britain's period of competitive advantage arising from being the first industrial power.

Factors suggesting different causes might include:

- The commercial reforms such as the Bank Charter Act and the Companies Act will be seen as important platforms for growth, as will the Railway Act. Stronger candidates will refer to the fact that farm prices did not drop due to conditions in Europe and the evolution of farming towards market needs such as switching to dairy production. Candidates are likely to point to Gladstone building upon Peel's reforms by cutting taxes and pushing the Cobden Treaty 1860 through Parliament, as well as low wages.

Question 3

- (a) Explain why Britain supported France's entry into the Concert of Europe in 1818.

(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 factors listed below:

- Castlereagh was keen to balance the power of Russia by supporting France
- at the Congress of Vienna, Castlereagh had shown a commitment to compromise – progress on the payment of the indemnity and withdrawal of troops supported this
- Castlereagh had seen how easily Napoleon had rallied support so he wanted to bolster the position of Louis XVIII and thereby avoid renewed war.

Or, candidates may refer to some of the following long-term factors:

- support for legitimacy as epitomised by Louis XVIII
- from his time in office, Castlereagh was aware of the ambitions of Russia and Austria.

To achieve higher levels candidates will need to show the inter-relationship of factors, e.g. Britain's power lay in trade, which required peace, which could be preserved by maintaining a balance of power.

- (b) How important was maintaining the balance of power in shaping Britain's foreign policy in the years 1815 to 1846? (24 marks)

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

Generic Mark Scheme

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- 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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Indicative content

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Factors suggesting it was the 'Balance of Power' might include:

- the awarding of territory on the Rhine to Prussia in 1815 to avoid an extension of Austrian power
- supporting French accession to the Quintuple Alliance; support for non-intervention in opposition to the Holy Alliance
- the Polignac Memorandum; intervention in Portugal in 1825.

Other factors might include:

- trade was important by referring to Britain's retention of Malta, the acquisition of the Ionian Islands and the purchase of Cape Colony
- by citing the protective attitude to the Mediterranean during the prolonged crisis in Greece
- the resolution of the Great Lakes dispute with the USA under Peel and the acquisition of New Zealand
- the more aggressive approach during the Opium Wars
- hostility and suspicion towards Russia in the Treaty of Vienna, rejection of the Holy Alliance and the decision to support the ailing Turkish Empire even when it went against the naturally pro-Hellenistic feelings of Britain's ruling class
- candidates may too point to the understanding between Guizot and Aberdeen in the 1840's.

Good answers are likely to/may show an awareness that the desire to maintain peace may be put forward either in conjunction with trade or separately by reference to the Congress System and supported with evidence that Castlereagh, faced with radical unrest at home, sought to avoid war abroad. Stronger candidates may argue that this was less true under Palmerston and may cite the War of Jenkin's Ear. Some candidates may argue that personalities were important and may either contrast Canning and Castlereagh or follow recent scholarship in emphasising continuities between them.