



**General Certificate of Education  
June 2010**

**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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**June 2010**

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

**HIS1G: Britain, 1815–1865**

**Question 1**

**01** Explain why there was popular discontent in Britain in the years 1815 to 1820.

(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 are likely to focus on three of the key factors detailed below:

- the post-war slump had led to higher levels of unemployment causing distress in urban areas which had come to depend upon manufacturing for employment, such as the iron industry and the cotton districts or Luton's hat makers who had received additional orders from the government to supply the Austrian army with shakos
- the introduction of the Corn Laws had increased the cost of bread and the Ground Game Act denied the poor the opportunity to obtain a little meat to supplement their diet

- the radical tradition inherited from Thomas Paine’s “The Rights of Man” and the notions of democracy stirred up by the French Revolution
- the introduction of mechanisation such as the pressure on handloom weavers leading to Luddism and the March of the Blanketeers, now exacerbated by post-war unemployment.

To reach higher levels candidates will offer a link between the factors, e.g. radicalism drew support from the unemployed.

### Question 1

**02** How important were economic conditions in the rise of Chartism to 1841? (24 marks)

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

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.**

The rise of Chartism may be seen as a “knife and fork” issue and links may be made to the economic distress of the late 1830s when the Corn Laws were still in operation and therefore maintained the cost of bread. Rostow’s index of social tension is likely to be cited along with specific examples such as unemployment amongst workers in key towns such as Paisley. This argument may be developed with reference to Nottingham lace workers who were facing job losses due to mechanisation or other local examples. Some candidates may also point to the argument that lower import duties and the Repeal of the Corn Laws are associated with the decline of Chartism and therefore offer this as evidence of it being an economic movement. Although itself post 1841, the Chartist Land Plan may be seen as reinforcing the economic nature of the movement or as evidence of a strong strand of utopianism. However, the key points of the Charter were focused upon political reforms and candidates are likely to argue against the proposition by pointing to key demands such as annual elections and payment of MPs. The British radical tradition stretching back to the *Rights of Man* by Paine may be used to support this view.

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**Question 2****03** Explain why Peel repealed the Corn Laws in 1846. (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 are likely to focus upon three of the points below:

- the Potato Famine is likely to be seen as a major cause, especially as Peel gave this explanation to the Commons
- Peel's commitment to Free Trade as evidenced by his tariff reforms of 1841–1845
- the fact that Peel was a man who broke his word when it was politically convenient was the view of his opponents who cited his move to support Catholic Emancipation in 1829
- pressure from the Anti-Corn Law League

To reach the higher levels, candidates will offer connexions between these factors such as the idea that Peel found it easier to plead necessity regarding Ireland than to overtly accede to the pressure of the Anti-Corn Law League.



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**Question 2**

**04** How successful were the reforms introduced by Peel's government in the years 1841–1845. (24 marks)

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

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.**

**NB – the dates of the question preclude the Repeal of the Corn Laws**

Peel introduced a wide range of reforms during his ministry, many of them in economic policy but others relating to commerce. The re-introduction of income tax will usually be cited as a success since the budget deficit inherited from the Whigs was transformed into a surplus by the time Peel left office. Some candidates may cite Gladstone who recognised how hard it was to cut government expenditure once Income Tax was available. The Railway Act of 1844 is likely to be seen as a success in that it led to greater standardisation and a subsequent investment in an expanding network. The creation of the “parliamentary train” may also be seen as helping to

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lead to the creation of suburbs. The Companies Act is often cited as a success but the economic problems of 1846–1848 demonstrate that excess speculation, as well as downright fraud such as the Oak Farm collapse, was not ended by a single act. The decision to cut import tariffs will be supported by the end of the economic troubles which bedevilled the last years of the Whig government but the short term problems in 1846–1848 will need to be offset against the Mid-Victorian Boom which the reforms of 1841–1845 are traditionally seen as ushering in. Peel may also be credited with killing Chartism by kindness and therefore preventing a political revolution. Peel may be credited with the efforts represented by the Devon Commission but the Famine demonstrates that it achieved little. The decision to award the Maynooth Grant did, in the longer term, improve relations between the Irish Catholic hierarchy and the British government but seems to have had little effect on parish priests. Peel did block O'Connell at Clontarf and in the 1850s Irish opinion was led by the more moderate Isaac Butt so this may be deemed a success.

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**Question 3**

**05** Explain why Castlereagh opposed harsh treatment of France at the Congress of Vienna.  
(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 are likely to focus on three of the following points:

- Castlereagh was seeking to establish a lasting peace and the involvement of Talleyrand helped to ensure that peace was one which the French, albeit unenthusiastically, would accept.
- Castlereagh was seeking to achieve a balance of power and he was successful in awarding territory on the Rhine to Prussia and therefore avoided both Austrian and Russian domination of Europe so French territorial losses, even after Waterloo, were restricted.
- Castlereagh was seeking to boost British trade and therefore was keen to maintain peace and stability
- Castlereagh supported “legitimacy” and the Bourbons could not be restored if the Allies were too harsh.

To reach the higher levels, candidates will link these aims together, for example, by linking peace to trade.

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**Question 3**

- 06** How far was Canning's foreign policy shaped by different motives from those of Castlereagh. (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.**

The debate started by Temperley many years ago which Canning had encouraged by his flamboyant speeches was that his foreign policy was very different from Castlereagh's. Castlereagh has traditionally been portrayed as the "foreigner-friendly" Foreign Secretary too ready to compromise and, in particular, overawed by the Austrian Foreign Minister, Metternich. Castlereagh's desire to expand the Quadruple Alliance into the Quintuple Alliance including France is contrasted with Canning's declaration at the time of the Polignac Memorandum that

France might have Spain but not Spain and the Indies. Canning's declaration that he had called the New World in to balance the Old was often contrasted with Castlereagh's failure to intervene against the Neapolitans.

In more recent years, it has become common for candidates to stress some similarities between the two Foreign Secretaries. Canning's distrust of the Congress system is compared less to Castlereagh's initial establishment of the system and more to the view that the Congress System had run its course as expressed by Castlereagh himself in the State paper of 1820. Canning's desire to protect Latin America is seen as focused on trade and therefore may be seen as similar to Castlereagh's acquisition of bases such as Malta and Heligoland. Both men are seen as reluctant to see Russian expansion in the Levant.