



**General Certificate of Education
June 2011**

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

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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

June 2011

GCE AS History Unit 1: Change and Consolidation

HIS1G: Britain 1815–1865

Question 1

- 01** Explain why Lord Liverpool's government passed reforms in the years 1822 to 1827.
(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 as to why the government passed reforms after 1822.

Candidates might include some of the following factors:

- improvements in the economy after 1822
- decline in threat of revolution

- Liverpool had leanings towards liberalism in some policy areas, e.g. Huskisson was an advisor pre-1822.

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

- desire to avoid revolution cf. France
- influence of ideas of Adam Smith, e.g. on Huskisson
- stability provided by Liverpool

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

- changes in key personnel, such as Peel's promotion
- the banking crisis of 1825–1826
- pressure for change in House of Commons, e.g. on Combination Acts.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might link the arrival of new people in key posts to Liverpool's success in quelling the direct threat of Revolution prior to this date.

Question 1

- 02** How far was the Great Reform Act of 1832 due to the appointment of Lord Grey as Prime Minister in 1830? (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.

Candidates 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.

Factors suggesting the importance of Lord Grey's appointment might include:

- the life long commitment to reform of Lord Grey
- It provided a unifying opportunity for the Whigs who had been in opposition for over 20 years
- the break away of the Canningites opened the way for a Whig government and gave Lord Grey a clear majority for reform in the house of Commons.

Factors suggesting other factors might include:

- the extra-parliamentary pressure for Reform, e.g. the May Days
- the French Revolution of 1830
- some Ultra Tories were so enraged by Catholic Emancipation that they were prepared to countenance parliamentary reform
- Lord Liverpool had blocked parliamentary reform and Catholic Emancipation but following his death Catholic Emancipation was passed which opened the door for further reform.

Good answers are likely to/may show an awareness that Grey's skill in presenting reform as "reform to preserve" were more compelling in the eyes of MPs after the Revolution of 1830 in France and that the death of George IV helped Grey into office.

Question 2

- 03** Explain why support for the Conservative Party increased in the years 1835 to 1841.
(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 as to why support for the Conservative Party increased in the years 1835 to 1841.

Candidates might include some of the following factors:

- the ineffectiveness of Lord Melbourne as PM after the Whig's return to power
- the Whig reliance upon Irish support
- the Bedchamber Crisis

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

- the concern of landowners that the Whigs would respond to non-conformist manufacturing interests by amending the Corn Laws
- the Tamworth Manifesto
- the realignment of former Canningites with the Tories under Peel

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

- the successive Whig budget deficits after 1839
- Peel's pledge on the Corn Laws in 1841
- the Economic Depression, 1839–1841.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might argue that the economic problems faced by the Whigs were more important than the Tamworth Manifesto as the budget deficit caused the political class to lose confidence in the Whigs. Peel's pledge on the Corn Laws was needed because of his reputation for "ratting" over Catholic Emancipation could not be salvaged by the high phraseology of the Manifesto.

Question 2

- 04** How successful was Peel's government in meeting the domestic challenges it faced in the years 1841 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**
- 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.

Candidates 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.

Factors suggesting success might include:

- moving the government's finances from deficit to surplus
- the economic reforms leading to the Mid-Victorian Boom
- social reform
- quelling Chartism through a mixture of force and reform
- defeating O'Connell's repeal movement.

Factors suggesting less/limited success/failure might include:

- growing divisions in the Conservative Party from 1844 culminating in its break-up
- the limitations of reform
- the economic difficulties of 1845–1846
- the Irish Famine.

Good answers are likely to/may show an awareness that the success in improving the government's finances by moving from indirect to direct taxation led to the logical conclusion that the Corn Laws should be repealed which destroyed the government.

Question 3

- 05** Explain why Castlereagh supported the Congress System in the years 1815 to 1819.
(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**
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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 as to why Castlereagh supported the Congress system.

Candidates might include some of the following factors:

- desire to maintain peace
- desire to enable trade to flourish
- Britain's desire to demobilise.

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

- Britain's desire to see a Balance of Power in Europe
- desire to avoid Russian expansion
- Britain's focus on naval supremacy

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

- maintain peace by incorporating France into Concert of Europe
- difficulties at home
- preferable to Holy Alliance.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might argue that The Congress System was good for both peace and trade since the one paved the way for the other.

Question 3

- 06** How important was the aim of restricting the growth of Russian power in British foreign policy in the years 1822 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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Candidates 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

Factors suggesting the importance of limiting Russian power might include:

- reversing secret clauses of Treaty of Unkiar Skelessi
- initial support for Turkey against Greek rebels
- opposition to Russian intervention in Spain
- support for Turkey after 1830.

Factors suggesting other factors might include:

- trade – protection of route to Levant
- balance of Power – opposition to French encroachments too
- Liberalism – support for Portugal.

Good answers are likely to/may show an awareness that the factors are rarely discrete, for example, protecting the balance of power was designed to avoid a repetition of Napoleon's Continental System which caused economic chaos in Britain by disrupting exports.

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