



**General Certificate of Education
June 2013**

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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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 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.

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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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2013

GCE AS History Unit 1: Change and Consolidation

HIS1G: Britain, 1815–1865

Question 1

01 Explain why there was opposition to the Corn Laws 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 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.

The main focus of this question is on reasons behind opposition to the Corn Laws from their introduction in 1815 to 1820. Some very effective answers may be based entirely on short-term issues relating to 1815, such as:

- widespread unemployment, exacerbated by the return of demobilised soldiers, motivated angry opposition to the Corn Laws – during the passing of the legislation the Houses of Parliament had to be defended by armed troops against an angry crowd
- the people living in the expanding towns hated the Laws, which they blamed for higher bread prices in a time of hardship

- hostility to the Corn Laws from manufacture who believed that the laws would lead to demands for higher wages.

It is also possible to argue that there were also key factors that emerged during the years to 1820:

- the dreadful harvest of 1816 which caused prices to rise and led to increased industrial unrest
- the influence of radical writers such as Cobbett and Hunt who argued that the Corn Laws were a conspiracy in favour of the rich landowners – this helped to bring about the protest meeting that was crushed by violence of Peterloo in 1819
- the continuous fall in prices from 1815 as the economy lost the benefits they had had from war production up to 1815
- resentment of other repressive measures by the Liverpool government up to 1819, which were lumped together with the Corn Laws as objects of hatred by radicals.

Question 1

- 02** How important was fear of revolution in bringing about the Great 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 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.

Students 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.

Students might focus most of their answer on arguments about fear of revolution as the key factor; alternatively, they might balance a briefer assessment of the 'revolution' issue against a range of other factors and influences. Between 1820 and 1832, British politics had moved away from rigid conservatism towards greater reform, influenced by the ideas of radicals and realists and by the impact of economic change. The Whig government led by Lord Grey promoted reform for many different motives in which fear of revolution played a small part, if any.

Points which suggest fear of revolution was important might include:

- impact of Revolutions in France and fear that these could occur in Britain. There is evidence that Charles X was overthrown due to lack of reform, could the same link to Britain
- Grey talked of 'reform to preserve', fear of a revolution causing a much larger change
- impact of Catholic emancipation in 1829, which showed that popular unrest could pressurise the government into introducing reform. This was apparent in the 'Days of May' crisis in 1832
- the fear of revolution was heightened by the violent response to the failure of the Bill to pass in October 1831. Riots in Bristol and Derby suggested that this could occur in Britain.

Points which suggest other factors were important might include:

- industrialisation had brought structural changes to the economy – many people in the new economic elites recognised the need for political reform to match social and economic changes
- fear of revolution did not 'bring about' the Reform Act – it was a massive obstacle to it
- radical influences grew strongly after 1815, promoting reform as a good objective on its own terms, not as a reluctant defensive measure
- reform was widely recognised as necessary to get rid of the acknowledged corruption and unfairness of the electoral system
- the death of George IV in 1830 opened the way for a reformist government
- impact of Earl Grey – his own commitment to reform and his willingness to resign in order to put pressure on Wellington to pass this or resign himself
- political advantage could be gained for the Whigs if reform could be passed.

Question 2**03** Explain why the Whigs lost power in 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 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.**

There was a massive swing to the Conservatives in the general election of 1841. The Conservatives gained 53 seats; the Whigs lost 73. The focus of the question is to explain the reasons why this swing happened. The range of reasons offered will mostly be focused on the developments immediately before the election but longer-term factors could also be relevant. Higher level responses may comment on the relative importance of a range of factors; or may make links and connections between them.

Longer-term reasons might include:

- the Whigs had been in power for a long time – almost all governments run out of steam at some point. Melbourne's government seemed to have few ideas for future reform
- the 1832 Reform Act had made only limited changes to extend the franchise – the system of voting still favoured the conservative elites
- pressure from the Chartists, demanding a faster pace of reforms, put the Whigs on the defensive
- failure and unpopularity of some Whig reforms.

Short-term reasons from 1839 might include:

- the leadership of Robert Peel led to significant changes within the Tory Party and creation of Conservative Party
- the Whigs were already on the slide – Peel had been close to becoming prime minister in 1839 but was kept out of power by Melbourne's influence with Queen Victoria
- the Irish Repeal Group took votes away from the Whigs in key constituencies
- the economic situation was very bad, with a deep recession. The Whigs were blamed for this and Peel put forward new economic policies that gained a lot of support.

Answers at the higher levels will not merely provide a list of appropriate reasons but will offer links, differentiation or comment on higher and lower priorities – for example, Peel's personal contribution as a dominant influence linked to other factors; or showing how long-term and short-term factors were interrelated.

Question 2

- 04** How important were Peel's policies in causing divisions within the Conservative Party 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 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.

Students 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.

Students should make a judgement on how important Peel's policies and therefore his leadership were in causing divisions within the Conservative Party, 1841–1846. Students should look at the economy, in particular the decision to repeal the Corn Laws, despite having been elected in 1841 pledging to retain it. Problems in Ireland will also be significant when assessing the division within his party. The key requirement is to balance how important Peel's policies and Peel's leadership were to causing divisions.

Evidence suggesting Peel's role was important in causing divisions might include:

- the repeal of the Corn Laws might be seen as an important and necessary measure that hugely benefited Britain (including Ireland) but it split the Tories and Peel lost power
- Peel's 1842 Budget brought the return of income tax and removed many regressive tariffs, but it was opposed by critics within the party representing landed interests. Peel had been blamed for failing to keep these elements of the party on his side
- Ireland was already a problem for the Tories in 1846. Peel's attempts to deal with Daniel O'Connell had been no more than a worthy failure. The Irish Famine intensified the dissatisfaction within the Tory Party
- some historians think Peel deliberately set out to cause a split over the Corn Laws, so that he could continue in power afterwards as the head of a Liberal/Tory coalition
- Factory Bill of 1843 and subsequent Factory Act of 1844 was responsible for causing issues within the party as many were unhappy with his decision not to include the Anglican Church as the key provider of education
- Maynooth Grant of 1845 split the party 149:148 over the issue of whether a Catholic seminary in Ireland should have its grant increased. This saw 10,000 petitions sent to Parliament.

Evidence that the divisions had other causes might include:

- the Party split badly in 1846, partly because of long-standing divisions that were brought to a head by the repeal of the Corn Laws. Peel was a symptom (and a victim) of these divisions between the liberal and paternalist wings of the party (which had long-term causes going back to the time of the Liverpool government) not the cause
- Peel was opposed the conservative faction within the Tory Party, even though, by 1846, government revenues were in surplus and the economy in general was greatly improved after the recession Peel had inherited
- Disraeli claimed that Peel was a 'one man band', who acted too often in haste without careful consideration of the issues or of the need to listen to his own party.

One feature of answer at the higher levels may be depth and differentiation – for example, arguing that Peel's loss of power in 1846 was not a failure but a success, because he knew it would lead to him being thrown out but went ahead anyway because he believed it was right.

Reward should be given to students who link Peel's policies to divisions but who also argue that his policies were not responsible for these divisions.

Question 3

- 05** Explain why Britain had disagreements with the United States in the years 1815 to 1823, (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 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.

The United States launched its 'Monroe Doctrine' in 1823. This was the culmination of foreign policy tensions between the 'New World' and 'Old Europe', especially Britain, since 1815.

Longer-term factors might include:

- the traditional tensions between US politicians and the former colonial rulers
- lingering resentments arising from the War of 1812 and US suspicions of British policy aims in Canada.

Short-term factors from 1815 might include:

- US anxiety that the end of the Napoleonic wars might lead to an expansion of 'old Europe' intervention in the New World

- US fear that the European Powers would help to restore and maintain Spain's empire in the Americas – even though the US knew Britain was against this, in order to protect British trade interests
- when Britain actually opted to support for Latin-American independence movements (especially as promoted publicly by Castlereagh) it was seen as a direct challenge by the US
- failure of efforts by Canning to get a joint statement/agreement with the US on separating the new world from the old – because John Adams convinced President Monroe to go it alone.

To achieve the higher levels, answers should make links and connections, for example commenting on ways in which Britain provoked opposition by interventionist policies; or by showing how short-term and long-term factors were interrelated.

Question 3

- 06** How far did Britain pursue consistent aims in foreign policy in the years 1815 to 1827?
(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 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.

Students 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.

Students should be able to make a judgement about the degree of consistency in British foreign policies in 1830. Effective answers will not only balance a list of factors on each side of the argument but will show understanding of how consistent aims often pertain even when there are twists and turns in policy. The end dates in the question encompass policy from the end of the Napoleonic Wars in 1815 to the European revolutions of 1830, including the record of the Tory governments under Liverpool and his successors – and, of course, dominated by the personalities of Castlereagh and Canning.

Evidence that there was extensive consistency might include:

- the 'Balance of Power' remained a central objective throughout these years
- almost all governments are guided by the need to protect national interests – these interests are often deep-rooted and resistant to change
- overseas trade (supported by naval power) was always a major consideration for Britain
- Britain consistently supported policies aimed at the containment of France
- Britain regularly supported liberal constitutional regimes in Europe. Even after 1830, for example, British policies towards Belgium were the same as they would have been whoever was in charge.

Evidence that there was only limited consistency might include:

- there were violent disagreements between Castlereagh and Canning over the direction of foreign policy (e.g. over support for independence movements)
- British policies towards Russia became steadily more hostile over time – what happened under Palmerston showed major differences from what had gone before.

One feature of good answers may be the ability to differentiate and to see change over time, perhaps arguing that the international situation in 1815 dictated policy approaches that were no longer appropriate by 1830; or that different personalities acted in very different ways according to circumstances.

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