
AS-LEVEL HISTORY

Unit HIS1G: Britain, 1815–1865

Mark scheme

1041

June 2015

Version V1: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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 2015

GCE AS History Unit 1: Change and Consolidation

HIS1G: Britain, 1815–1865

Question 1

01 Explain why there were popular protests 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 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.

Answers should include a range of reasons as to why there were protests in Britain in the years 1815–1820.

Students might include some of the following factors:

- the effects of the end of the Napoleonic wars led to demobilisation of soldiers and the loss of jobs in industries related to the war. The resulting unemployment caused hardship for many and led to protests

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- the impact of industrialisation led to protests such as the Luddites and the Blanketeers. Those that had been in employment now found themselves out of work due to the impact of new machinery
 - calls for changes to the political system. There was unrest at the current electoral system and men such as Henry Hunt led the calls for electoral reform. This was behind protests such as Peterloo in 1819
 - the impact of government legislation which seemed to penalise the poor and only look after the interests of the wealthiest in society. Legislation such as the Corn Laws (1815), abolition of Income Tax (1816), and Game Laws (1817) all served to suggest that this Government was only looking after their own interests, and change was required
 - the suspension of Habeas Corpus, the Seditious Meetings Act and the Six Acts (1819) all seemed to be unduly harsh, and sparked further protests calling for changes and for these acts to be repealed
 - the rise of Radical ideas, through means such as Cobbett's Weekly Political Register (Two penny trash) and the Manchester Observer, meant that new ideas began to circulate after the war with France ended.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might show how the rising unemployment at the end of the war, linked to the effects of industrialisation all led to a more receptive audience for the Radical ideas which were now re-emerging in Britain.

Question 1

- 02** How successful in improving conditions for the working classes were the reforms introduced by the Tory Government in the years 1822 to 1829? **[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.

Factors suggesting reforms which improved the conditions of the working-class might include:

- economic reforms such as the Navigation Acts and the Reciprocity of Duties Acts both saw the reduction in the price of goods coming into Britain. This had a knock-on effect on prices and so conditions for the working classes improved
- the Combination Acts were repealed in 1824 which allowed the working classes to now form trade unions, and combinations of workers to demand better rights at work
- Huskisson introduced a sliding scale for the Corn Laws in 1828, which would allow foreign corn to be introduced at times of need, and should reduce some of the costs felt by the working class

Factors suggesting they were not successful might include:

- the legislation on the Corn Laws, Game Laws and Income Tax all remained the same post-1822, suggesting that the government were not really tackling social conditions at all
- the Government introduced an amendment to the Combination Act of 1824 the following year, which now outlawed the use of strikes and curtailed the power of the unions
- the economic conditions had improved themselves, and when the economy went into decline after 1827 the Government did little to ease distress
- no social reform or health reforms were introduced by the Government, meaning that the working classes continued to live in poor conditions

Reforms which did not have a direct impact on the working-class or on them alone might include:

- Peel made key social reforms at the Home Office to improve the efficiency of the justice system. The Bloody Code was abolished through Penal Reform, and the Gaols Act was introduced in 1823 to improve prisons and make these more efficient
- The Test and Corporations Acts were repealed in 1828 and the Catholic Emancipation Act in 1829 which meant that non-conformists and Catholics could now sit in Parliament alongside Anglicans
- Peel introduced the Metropolitan Police in 1829, to ensure that policing in London was tackled more professionally

Any reasonable overview of the reforms of the Liberal Tories will reach L3 and those that make the link between reform and working-class conditions get into L4. Good answers are likely to/may show an awareness that although the 'Liberal' Tory government after 1822 introduced reforms these were not necessarily successful. The reforms of Huskisson and Robinson improved the condition of England, but this was not done in order to improve the conditions of the working classes, but instead to improve the efficiency of the system. Students will be aware that the divisive legislation of the years 1815 to 1820 remained in place after 1822.

Question 2

03 Explain why the Whigs introduced further reforms after the Great Reform Act. **[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.

Answers should include a range of reasons as to why the Whigs introduced reforms after 1832. The focus is post-Reform Act.

Students might include some of the following factors:

- the Whigs were now in power and sought to try to maintain their hold over this. Introducing reforms was considered by some to be a way to gain political advantage over the Tory Party
- a number of Government Commissions were set up by the Whig Government to look into key issues such as Factory reform and the Poor Law. The Government then acted on the advice given to them by these committees
- there were serious problems in British society that needed to be tackled, like the issue of poor relief. Groups were pushing for this to be reformed and the Government was prepared to listen

- the role of individuals, like Earl Grey, William Wilberforce and Edwin Chadwick. There were committed reformers within the Whig ranks who were prepared to use the opportunities presented to them to tackle the abuses they saw in British society
- there were a number of influential groups amongst British society pushing for change, like the Utilitarians and Evangelicals. The influence of these groups, and their role on Government Committees meant that there was an impetus for change amongst the Government

Students may show the inter-relationship of the reasons given, for example they might discuss the fact that the Whigs had been out of office for a long time, and they used the opportunity now presented to them to try to gain a political advantage for themselves. They may also link this to the role of key individuals, both within the Government and advising the Government, and discuss how the changes introduced were designed to improve the country.

Question 2

- 04** How important was the Anti-Corn Law League in bringing about the repeal of the Corn Laws in 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.

Factors suggesting that the ACLL was important might include:

- the ACLL raised the issue of the Corn Laws and attracted widespread support to the cause.
- they were able to raise funds and were a well organised group, supported by the industrialists
- they got their own men elected to Parliament such as Cobden and Bright, and they also used their wealth and influence to put pressure on the protectionists during elections. The opposition to them (Protectionists led by Bentinck and Disraeli) decried their tactics as being unacceptable
- they raised awareness through publications such as the Anti-Corn Law Circular and The Economist
- Peel admitted their importance by stating to Herbert in Parliament, after Cobden had spoken, 'You must answer for this, I cannot'.

Factors suggesting that other factors were important might include:

- the role of the Irish Potato Famine, 1845-6. This placed Britain in a difficult position as it was difficult to justify retaining the Corn Laws when people were starving in Ireland and the west coast of Scotland. This forced the government to act
- the role of Peel. He was committed to Free Trade as his policies from 1841 had shown. Repealing the Corn Laws was therefore likely at some point, and certainly he had hinted as much in a letter to Prince Albert in 1845
- it has been argued that the ACLL actually made it more difficult for Peel to pass the repeal, as this shored up resentment to repeal, and allowed Disraeli and Bentinck to organise support in Parliament
- the Manchester School was as influential in supporting the argument for Free Trade, and this is one idea that the Conservatives had been signed up to since the 1820s.

Good answers may show an awareness that the repeal was caused not solely by the ACLL, but that the role of Peel was perhaps of greater significance. Although the ACLL was undoubtedly an effective organisation, some issue could be taken as to whether they actually made things more difficult for Peel.

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**
- 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.

Answers should include a range of reasons as to why Castlereagh supported the Congress System

Students might include some of the following factors:

- Castlereagh wanted to create a Balance of Power in Europe and the Congress System would allow him to do this
- Britain had managed to create stability in Europe through the Congress of Vienna, and wanted to build on this cooperation, rather than allowing Europe to be pulled into conflict again
- the Congress System would allow Britain to work with other European powers and prevent the likelihood of conflict, e.g. Castlereagh's relationship with Metternich
- the formation of the Holy Alliance under Tsar Alexander I meant that Britain felt that the Russians were trying to dominate Europe and this would be detrimental to British interests.

- securing the peace in Europe, through the Congress System, would allow Britain to trade more effectively with the continent. This is seen when Britain agreed to allow France into the Congress System at Aix-la-Chapelle in 1818
- Castlereagh wanted to prevent European powers from attempting to become policemen in Europe, especially the Russians, and the Congress System would allow this.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might discuss how the creation of a balance of power between the major European states would allow the trade links between countries to be developed more effectively.

Question 3

- 06** How important was the issue of 'balance of power' to 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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- 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 judgment 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 that Balance of Power was important might include:

- France. Lord Aberdeen was prepared to work with France to try to ensure a balance of power in the 1840s. Hence he agreed to the Spanish marriages, which seemed to allow France to make a gain, but actually allowed for a balance of power. The Quadruple Alliance of the 1830s was also an attempt to balance the power of the 3 autocratic nations of Prussia, Russia and Austria
- Belgium in 1830. The British were aware of the need to balance power in this area, and to stop France from expanding her sphere of influence. The decision to work with France in order to create stability in the region, and the decision to secure Belgian neutrality in 1839 all showed that Balance of Power was significant
- the Eastern Question. Students may discuss the issue of Greek Independence, the Mehmet Ali Affair, the growing influence of Russia, and the Straits Convention to show the importance of this area to British foreign policy. Successive Foreign Secretaries were determined to ensure that balance of power in the Mediterranean was not undermined
- Poland and Italy in 1830–1831. The decision of Palmerston not to support the liberal revolts, but instead to allow the Russians and Austrians respectively, to deal with these in their own way showed that keeping a balance of power between the major European Powers was more significant than supporting liberal regimes abroad

Factors suggesting that other factors were of importance might include:

Trade:

- Canning supported the independence movements in South America as he realised that this was potentially significant for British trade
- The Opium War undertaken by Palmerston again showed that the issue of trade was of greater significance than securing a balance of power
- Aberdeen's decision to work with France over a number of issues, and also to get Queen Victoria to travel to France (the first British monarch since Henry VIII) showed that he was attempting to secure better trading links with the French

Economic:

- supporting liberal movements abroad. Belgium in the 1830s under Palmerston, Greek Independence in the 1820s. To what extent were these supported due to Britain supporting liberal movements abroad, and to what extent could Britain see a trading advantage in this support?
- Supporting liberal movements abroad and trade could both be linked to the issues in Portugal and over the Spanish marriages.

Good answers are likely to/may show an awareness that although Balance of Power was significant there were other factors which also influenced British Foreign Policy at this time. Students will be aware that they need to show evidence from across the whole of the period, 1822–1846, and thus should include detail relevant to all 3 key foreign secretaries. No reward will be given for reference to Castlereagh's foreign policy.

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