



**General Certificate of Education  
June 2012**

**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.

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 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)**

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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 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

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**June 2012**

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

**HIS1G: Britain, 1815–1865**

**Question 1**

**01** Explain why there was popular discontent 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 Lord Liverpool's government had to deal with opposition in the years 1815 to 1820.

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

- the social upheaval due to the industrial revolution
- the rise in radicalism in the wake of violent revolution in France
- the unrepresentative nature of Parliament

and some of the following short term/immediate factors:

- increased unemployment and hardship due to the end of the war and the impact on the economy
- resentment against the introduction of the Corn Laws
- there was widespread hunger due to poor harvests from 1816
- unemployment and confrontation prior to the Pentrich Rising
- drink consumption in the case of the Spa Fields Riots
- other Government legislation – Game Laws 1817 and Abolition of Income Tax 1816.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that economic conditions were most important because radicalism died down when economic conditions improved in the 1820s. Others may argue that repression such as Peterloo led to greater violence fed by economic discontent.

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**Question 1**

- 02** How far were Tory economic reforms responsible for the decline of popular discontent in the years 1821 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.

Factors suggesting that Tory economic reforms were responsible might include:

- the “liberal” reforms after 1822 set a different tone to the repressive period
- Robinson, as Chancellor, reduced duties on imports encouraged employment
- growth in trade was a feature of the 1820s due to Huskisson’s reform of the Navigation Acts and the Reciprocity of Duties Act
- Goulburn’s measures to support Irish trade saw a decline in unrest there too.

Evidence suggesting that other factors were important might include:

- Cabinet reshuffle after suicide of Castlereagh
- the repressive measures before 1822 such as the temporary suspension of habeas corpus had worked in blunting dissent and were then eased e.g. re-introduction of habeas corpus
- there was a general economic recovery from 1820 as the economy adjusted to changed conditions since the end of the war. This ‘natural rebound’ was more important than government policy
- Combination Act of 1824 allowed trade unions (and impact of amendment of 1825)
- Peel’s reforms at the Home Office may be used, but must be placed into context. If answer does not include economy then will not go beyond a Level 3 answer.

Stronger answers are likely to/may show an awareness that there is an inter-relationship between the different factors. Lord Liverpool’s authority was key to keeping the government united and his authority was enhanced by his success in avoiding revolution in the years 1815 to 1822 and the economic upturn managed by Robinson and Huskisson.



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**Question 2**

**03** Explain why support for Chartism grew in the years 1838 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 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 might include some of the following long-term factors:

- disappointment with the Great Reform Act of 1832
- the unstamped press
- the leadership of Lovett and the radical tradition of Paine and Hunt
- the continuing impact of industrialisation

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

- the economic depression of 1838–1839
- the resentment caused by the impact of the PLAA since 1834
- resentment at Whig reforms such as the registration of births which might limit opportunities to send children to work.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might link disappointment with the Great Reform Act to the need for political

reform so that their economic needs could be addressed. Some may argue that Chartism was proto-Marxist movement and therefore represents the beginnings of class consciousness amongst the British working class.

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**Question 2**

- 04** How successful were Peel's reforms in the years 1841 to 1846 in bringing about stability in Britain and Ireland? (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 the reforms were successful might include:

- financial reforms will be considered and impact in reducing unrest
- financial stability and prosperity brought about by financial reforms and Banking Act 1844
- the failure of Chartism to lead to revolution in 1848 as experienced by other European countries
- the Mid-Victorian Boom for which Peel's reforms are widely credited
- the growth in suburban areas stimulated by the Railways Act
- arrest of O'Connell and the banning of the Clontarf meeting in 1843.

Factors suggesting the reforms were less successful might include:

- failure of some of the Irish legislation to appease Catholic concerns
- the financial crash of 1846–1847
- the firm measures taken by Graham, including the use of railways to transport troops to troubled districts, suggesting repression rather than reform was key
- the failure of government measures to deal with the Great Famine in Ireland leading to the introduction of coercion and the fall of Peel's government
- the Maynooth Grant did not fundamentally alter attitudes towards Britain in the Irish countryside.

Good answers are likely to/may show an awareness that the longer term impact of Peel's reforms were greater than the immediate ones, although the strongest answers may suggest that in the longer term Peel's reforms were better suited to a time when Britain held a comparative advantage economically over its European rivals.

An answer that fails to mention Ireland will not go beyond a Level 3 mark.

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**Question 3**

**05** Explain why Catholics were emancipated in 1829. (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 Catholics were emancipated in 1829.

Students may refer to some of the following long-term factors before 1829:

- growing support amongst MPs, who had agreed to Catholic Emancipation in 1821 before it was then rejected by the Lords
- Pitt had been forced to break his original promise to introduce it under the Act of Union by George III so Pittites could support it in good faith
- concessions made to Protestant dissenters in 1828
- repeal of Test and Corporation Act
- the death of Lord Liverpool who had previously avoided addressing the issue
- Sir Francis Burdett's success in raising the issue, and support for it, in the House of Commons in previous years

and some of the following short-term/immediate factors in 1829:

- Huskisson's resignation, which led to Wellington appointing Fitzgerald as President of Board of Trade, causing the County Clare by-election
- O'Connell's success in the re-run by-election
- the role of Catholic Association and links to the Catholic Church
- the size of O'Connell's support in Ireland due his brilliant idea to create associate members via "the 1d. rent"
- Wellington advised the King that a dissolution of Parliament would lead to the Tories losing power which George IV was keen to avoid as he had broken with the Whigs in 1811–1812.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example, they might argue that the Tory government lacked a majority to block emancipation in the Commons, as Peel said, and that O'Connell's success meant the traditional alternative of coercion in Ireland was not viable either or that having had to coerce the Rockites in Cork with thousands of extra troops, the government were reluctant to move against such a large organisation.

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**Question 3**

- 06** How important was religion in influencing Irish attitudes towards British rule in the years 1830 to 1865? (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 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 religion was important might include:

- Peel's University Act of 1844
- the Belfast Riots of 1857
- the significance of the Orange Order
- the controversy over Irish education
- the payment of tithes to the Church of Ireland by Catholics would embitter relations up to 1869
- Cardinal Cullen.

Factors suggesting other factors were more important might include:

- the rise of Fenianism amongst those who had emigrated to the USA to escape the conditions
- the place of the Famine in popular Irish culture
- the bitter guerrilla war against the Rockites in southern Ireland in the 1820s predates the 1830s and left a folklore of bitterness
- the Act of Union was challenged by O'Connell's repeal movement before the Famine
- the Young Ireland movement in 1848
- the poor relationship between Irish tenants and absentee British landlords would continue until the land reforms of 1881.

Good answers are likely to show that religion has played an important role, but that equally the famine had a significant impact on relations between the two countries. Students may highlight long-term discontent with the British and absentee landlords – a factor that played a role in agitation pre-1800.

### **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](http://www.aqa.org.uk/umsconversion)