

General Certificate of Education

History 5041

Alternative Q Britain, 1815–1914

Mark Scheme

2006 examination – January series

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.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:

Either

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: DECIDING ON MARKS WITHIN A LEVEL

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

Alternative Q: Britain, 1815–1914**AS Unit 2: Britain, 1815–1841****Question 1**

- (a) Use **Source A** and your own knowledge.

Explain briefly the meaning of ‘Congress System’ (line 7) in the context of British foreign policy in the years 1815 to 1822. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. that they were a series of meetings between the Great Powers. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. that they were a series of meetings which Castlereagh saw as a vital element in maintaining both peace and the balance of power between the major powers and that the system was breaking down by 1822. **2-3**

- (b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence of the aims of Castlereagh in the years 1815 to 1822? (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. simply stating that both peace and stability were aims of Castlereagh. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. that Castlereagh wanted peace and that he had no particular reason to misrepresent his aims to his wife. The letter is written during the Congress and some may offer own knowledge that Castlereagh was heavily influenced by Metternich, who was very keen to emphasise the need for social order. That the desire to avoid revolution was also much more important to Russia and Austria than to Britain. **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. points out that the letter does

refer to peace and social order which Castlereagh favoured throughout his time in office and that the subsequent problems show that by 1822 countries were allowing ‘the small arguments’ to sour relations. **6-7**

(c) Use **Sources A, B and C** and your own knowledge.

‘Conservative at home and liberal abroad.’

Explain why you agree or disagree with this statement about the Liverpool government in the years 1815 to 1822. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based *either* on own knowledge *or* the sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the sources: the candidates can identify from Sources A and B that foreign policy was centred upon maintaining peace, which can be interpreted liberally as a policy centring upon free trade, or conservatively in that peace abroad ensured the government had troops to spare for quelling unrest which is also evident in Source C, where the Coldstream Guards are used to arrest terrorists. Source C provides ample evidence of repression at home by Liverpool’s government. From their own knowledge the candidates can point to Castlereagh distancing Britain from an increasingly spiritual tone by the Tsar and Castlereagh’s support of liberal regimes abroad (linked to a focus on trade). Candidates will also point to the Six Acts and

other repressive domestic measures passed by Liverpool, but will point out that the press remained much more free in Britain than on Continental Europe. Britain's unwillingness to agree with Tsar Alexander's 'Holy Alliance' is further evidence of the gap between Britain and the more Conservative powers. This point may be underlined by Canning's appointment in 1822. Candidates who deal **only** with domestic or foreign policy are restricted to Level 2.

Question 2

- (a) Comment on 'the Great Reform Act' in the context of Britain between 1830 and 1832
(3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that it was a major reform of the parliamentary system. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that it divided the Whigs and the Tories. Some candidates may explain that it was a watershed in British politics as it ended a period of Tory dominance or because it roughly doubled the electorate. **2-3**

- (b) Explain the reasons why support for parliamentary reform grew in the years 1830 to 1832.
(7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the economic situation led to discontent or the Whigs, now in power, were sympathetic to reform. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the 1830 Revolution in France and Grey's personal commitment to reform. This combined with economic recession led to a high degree of social unrest and George IV's death removed another obstacle to reform. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. suggests a clear hierarchy of causation by suggesting a rank order for the reasons why parliamentary reform gained support in this period or effectively links the causes, e.g. the Swing Riots and the Liberal Revolution in France in 1830 helped convince William IV that reform was necessary. **6-7**

- (c) Explain the importance of disappointment with the Great Reform Act, in relation to other factors, in the fall of the Whig government in 1841. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

- L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The question brings together all the material on the decline of the Whigs leading to their defeat in 1841. A more short-term factor is the Whig proposals in the 1841 Budget, which the Tories portrayed as an attack upon agriculture and special interests such as shipping. Another factor is Peel's success through the Tamworth Manifesto in creating a post-reform role for the Conservatives and leading them to victory in 1841. The rise of the Tories under Peel may also be linked to growing middle class concern regarding social unrest. Working class discontent with Great Reform Act led to Chartism and the Whig failure to deal with this seems to have swung middle class votes over to the Tories. The unpopularity of the "Lichfield House Compact" was a further problem for the Whigs, as it linked them with Catholic Irish interests at a time when the growth of Catholicism was causing concern. The Great Reform Act enfranchised many middle class voters anxious over the poor financial management of the Whigs, whose budgets were in deficit by 1841.

Question 3

- (a) Comment on ‘canals’ in the context of Britain in the years 1815 to 1841. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. that they were that they were forms of bulk transport. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. that in this period the canals were a vital artery for the expansion of trade but that railways were emerging as an alternative by 1841. **2-3**

- (b) Explain the reasons for the development of the textile industry in the years 1815 to 1841. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. that cotton had developed from the triangular slave trade. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. that textiles benefited from the continuing growth in transport systems, culminating in the railways and from access to overseas markets. Cotton was a major export industry benefiting from trade liberalisation in the 1820s. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. suggests that the fact that Britain was the first industrial nation gave the textile industry a huge competitive advantage, especially as the government supported industry by the repression of radicalism and that there was limited regulation of manufacturing in this period. **6-7**

- (c) Explain the importance of agriculture, in relation to other factors, in explaining the economic development of Britain in the years 1815 to 1841. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
- Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The agricultural revolution had provided the necessary launch pad for industrialisation but, in this period, the role of transport and the insistence upon Protection by farmers gave greater prominence to other factors. These factors include the development of factory systems of production and the tariff reductions and other free trade measures, instigated by Robinson and Huskisson in the 1820s. The strongest answers will explicitly inter-relate the various factors since the emergence of railways relied upon earlier developments fuelled by canals, whilst without the greater freedom of trade introduced under Huskisson the ability of the factories would have been limited and all of this was only possible because the agricultural sector could generally feed the growing urban masses. The growth of mechanisation in agriculture helped to fuel the industrial revolution through the creation of surplus labour which was therefore a cheap source for the new factories. As long as it is applied to the question it would be appropriate for candidates to make links to foreign policy, e.g. development of trade with Latin America or acquisition of trading posts in Vienna Settlement.