



**General Certificate in Education**

**AS History 5041**

**Alternative Q Unit 2**

**Mark Scheme**

*2007 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.

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## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **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).

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**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.

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**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 ‘the six-point charter’ (line 1) in the context of Britain in the years 1815 to 1841. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. this refers to the original aims of Chartism/first movement. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the Charter was the core of their beliefs but variations such as the Land Plan also became prominent. **2-3**

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

Explain how useful **Source B** is as evidence about the reasons for the growth of discontent 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 statement identifying utility/reliability of the source based on the content, e.g. it outlines some reasons for discontent. **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. it relates unemployment to radical discontent and blames Hunt but not Liverpool’s policies. **3-5**
- L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. shows understanding of problems but leaves critical issues such as the Corn Laws unmentioned. **6-7**

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

‘Chartism was a knife and fork movement driven by hunger.’

Explain why you agree or disagree with this view of the origins and growth of Chartism in the years 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, 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

Candidates can identify from Source A that support for Chartism grew during a period of discontent due to economic problems; whilst Source B also focuses on the way unemployment feeds radical demands. Source C links support for the Charter not only to the intellectually committed LWA but also to those whose trades were the most depressed. The best answers will challenge the quotation with alternative explanations such as the radical legacy of the French Revolution and disillusionment with the Great Reform Act and seek to balance their importance against the sources and other evidence that Chartism was driven by hunger. The movement peaked during the depression years of 1838–1839 and this supports the quotation as does the strength of Chartism in the industrial North and in declining sectors, such as hand loom weavers whose wages were falling leading to poverty.

**Question 2**

- (a) Comment on 'liberal Tory' in the context of British politics in the years 1820 to 1827. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. they supported Catholic Emancipation or revision of the Corn Laws. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the Liberal Tories were one of two main groups – the other were the Ultra Tories who resisted all reform. **2-3**

- (b) Explain why 1822 was a turning point in Lord Liverpool's ministry. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. the change in ministers. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. focusing on the wider context of the debate of how far 1822 represented a change between traditional Toryism and so-called Liberal Toryism. As Canning is featured in the stimulus some responses will focus upon Canning's succession to Castlereagh and the changes that this brought about. **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. answers are likely to offer judgement in relation to the question. **6-7**

- (c) Explain the importance of the 'Ultra Tories', in relation to other factors, in explaining the disintegration of the Tory Party in the years 1827 to 1830. (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

This question brings together the various issues which ultimately lead to the collapse of the Tory government but focuses upon the impact of the Ultra Tories. Strong responses will therefore offer a balanced view of the importance of the Ultras in relation to other factors, such as Canning's reputation and sudden demise as well as Goderich's failings and the rejuvenation of the Whigs. The Ultras undermined Canning's administration and ultimately took their revenge upon Wellington after Catholic Emancipation, but Canning's career lacked tact and his supporters undermined Wellington. Liverpool's failure to establish a clear successor or to do more than keep the lid upon divisions which burst upon his resignation may also be offered as alternative causes of decline. The infighting under Canning led to Huskisson's resignation, which led to the Clare by-election and subsequently to Catholic Emancipation.

### Question 3

- (a) Comment on 'the Congress of Vienna' in the context of British foreign policy in 1815. **(3 marks)**

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. the Congress of Vienna was held at the end of the Napoleonic Wars. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the Congress of Vienna represented an attempt by Castlereagh to secure a period of peace and stability in Europe. **2-3**

- (b) Explain why Britain's relations with the USA were tense in the years 1815 to 1823. **(7 marks)**

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. the USA was a former colony of Great Britain. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. there were a range of factors causing disputes such as fishing and the possibility of British expansion in Latin America which was only ended by the Polignac Memorandum and Britain's agreement to the Monroe Doctrine in 1823. **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. that Britain's desire for trade meant she could not ignore an area of great importance to the USA. **6-7**

- (c) Explain the importance of Canning's appointment as Foreign Secretary, in relation to other factors, in explaining the changes in British foreign policy in the years 1822 to 1827. (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**

Many candidates will see Canning as more liberal than Castlereagh and therefore 1822 as a dividing point. Others will point to Castlereagh's State Paper of 1820 as evidence that he was abandoning the Congress System before he died and therefore there was more continuity than historians have always acknowledged. Both may be seen as wanting peace but Canning may be seen as more interested in trade. Some answers will argue that it was Canning who emphasised differences to serve his own reputation whilst the basic tenets of British foreign policy, peace and maintaining a balance of power in Europe, remained unchanged. Such answers, where argued well, will reach Level 4/Level 5 through their inherently analytical approach.

Some candidates will see Canning's intervention in Portugal as more liberal than Castlereagh's support of Austria in Naples, whilst others will see Canning's decision to back the Greeks as evidence of liberalism. Stronger responses may link Canning's approach to Latin America to the domestic liberalism represented by the Reciprocity of Duties Act and therefore part of an increasingly liberal government.