

# A-LEVEL HISTORY

Unit HIS1G: Britain, 1815–1865

Mark scheme

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1041  
June 2014

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Version 1.0: Final

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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](http://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.

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**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

June 2014

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

**HIS1G: Britain, 1815–1865**

**Question 1**

**01** Explain why there was widespread unemployment in 1815. **[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 was widespread unemployment in 1815.

Students might include some of the following factors:

- the impact of the end of the Napoleonic Wars and its effects on industry. Students may consider that the end of the war led to the ending of Government contracts for many industries, and this led to unemployment being caused

- the impact of the end of the Napoleonic Wars. Students may consider the effect of demobilisation of soldiers at the end of the war adding to the impact of industrialisation
- the effects of mechanisation on society. The creation of mechanisation in agriculture and industry meant that fewer people were now needed in traditional jobs, and so unemployment increased
- the agricultural revolution having taken place meant that new forms of work in agriculture meant that fewer people were now required to work on the land. The end of the wars meant that food production was not needed to the same extent, and more marginal land was now no longer needed to be worked
- the effects of the industrial revolution. The use of machinery meant that traditional jobs like handloom weavers were now being replaced, but also the end of government contracts at the end of the war meant that there was a decline in the need for industrial production.
- No reward for students who say Corn Laws caused unemployment, but reward may be given if students explain the problems within agriculture by 1815.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might argue that the end of the war linked to the issue of industrialisation were significant in causing unemployment at this time.

**Question 1**

- 02** How important was industrialisation in causing popular discontent in the years 1815 to 1820? **[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 industrialisation was the key factor causing discontent in the period might include:

- the social upheaval caused by industrialisation, and the growth of working class in new northern towns in particular. This meant that there were more people living together in poor conditions, which made it more difficult for the government to control
- this was exacerbated by the impact of the end of the Napoleonic Wars, which meant that industrial areas were now subject to economic downturns, such as the hat makers of Luton. This meant that the worst effects of industrialisation were now heightened by growing unemployment
- a number of the key protests of the period took place in industrialised areas, such as Manchester (Peterloo 1819) and the march of the Blanketeers in 1817. This suggested that working class men were particularly affected by the impact of industrialisation.

Factors suggesting other factors were important might include:

- the rise of radicalism in the UK, and the continuation of the radical tradition that had emerged after the 1789 revolution in France. Students might discuss the role of men like Orator Henry Hunt, and the role that he played in uprisings like Peterloo
- the development of the Radical Press is another aspect that students might consider. William Cobbett's 'Political Register' and the impact that this, and publications like 'Black Dwarf' had a role to play in giving coherence and unity to the popular reform movement
- the unrepresentative nature of Parliament. Students may consider the fact that not all protests in the period were due to social or economic conditions, but some of the key ones were actually calling for changes to be made to elections. Those protesting at Spa Fields, and in Manchester, and even the Cato Street Conspiracy wanted changes to the government to be introduced
- the impact of Government legislation is another factor that students may develop when answering this question. The decision of the Government to introduce the Corn Laws in 1815, to abolish Income Tax in 1816, and to introduce the Game Laws in 1817 all suggested that they were looking after the interests of their own supporters, the landed aristocracy, rather than dealing with the issues that affected the working class. This led to protests such as the Blanketeers in 1817
- the poor economic conditions at the end of the Napoleonic Wars, exacerbated the effects of industrialisation. Unemployment in industrial towns, and the return of demobilised soldiers all added to the depressed nature of society. However, this was not confined solely to industrial areas, and many in rural areas also saw themselves badly affected by the end of the war.

Good answers are likely to/may show an awareness that industrialisation alone was not the cause of popular discontent, but that there was an inter-relationship between factors. There may also be an awareness that the majority of factories at this time were still fairly small, and so although there was a growth of industry, it was not as large scale as might be expected. They will be able to evaluate the role of industrialisation and balance this against other factors causing popular discontent in the period.



**Question 2**

**03** Explain why the Poor Law Amendment Act was introduced in 1834. **[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 Whig Government decided to introduce the Poor Law Amendment Act in 1834.

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

- the cost of the Speenhamland system had been increasing since it was introduced in the 18<sup>th</sup> century, and it was now too expensive. It was costing £7million per year by 1834
- the growth of industrialisation within society meant that the needs of people were no longer the same, and could no longer be dealt with on the same parochial basis as had been the case previously
- changing views on the nature of poverty, and whether this was due to the poor moral character of the individual. It was believed that the current system was creating more problems than it solved

- growth of new ideas like utilitarianism suggested that a more efficient means of looking after the poor was required. The nature of 'pauperism' was now under review, and whether it was caused by the individual rather than by society

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

- Report of the Commissioners on the Poor Law in 1834 suggested that the government needed to discriminate relief between the able bodied poor and those who could not labour
- the role of individuals like Edwin Chadwick, who was responsible for collecting the evidence presented to parliament about the flaws in the existing poor law
- the abuses of the current system, that saw employers depress wages, as they knew that under the Speenhamland system that these would be 'topped up' by local magistrates
- the need to create a national system, rather than allow the piecemeal nature of the regional systems to continue
- the desire of the Whig Government to show that they were truly reformers. For the Whigs themselves, they regarded this as a significant piece of reforming legislation.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might consider that the role of the report of the Poor Law Commissioners was significant as this highlighted the abuses that people believed had come into being with the existing poor law. They may also consider the effects of the changing nature of British society due to industrialisation, and that this meant the old fashioned means of dealing with the poor was no longer sustainable.

**Question 2**

- 04** How important were economic conditions to the development of Chartism in the years 1836 to 1841? **[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.

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Factors suggesting that economic conditions were the cause of the rise of Chartism might include:

- Chartism seemed to be linked to the poor economic conditions. When the Charter was published in spring 1839 the economy was in decline, and this was also the case in 1842 and 1848 – the other key peaks in Chartism
- Industrialisation and the process of this is closely linked to the rise of Chartism. It was said to be a ‘knife and fork question’
- Handloom weavers were particularly affected by the onset of industrialisation and the introduction of new machines saw a fall in their wages. Chartism seemed strongest in areas going through industrialisation like Stockport in Cheshire and the West Riding of Yorkshire
- both the Newport Rising of 1839 and the Plug Plot of 1842 were linked to areas of industrialisation, and were linked to the Chartists, suggesting that poor economic conditions were a key factor here.

Factors suggesting other factors were of importance might include:

- all of the 6 points on the Charter were political and this suggests it was a political rather than economic movement
- the disappointment with the 1832 Reform Act was a key factor in leading to the creation of the Chartist movement. The working classes felt they had been betrayed by the middle class and felt alienated by the political system
- there was a strong radical tradition in Britain, and even though Hunt and Cartwright had now died, new men like William Lovett and Feargus O’Connor were able to take over
- there was working class opposition to some of the key pieces of serial legislation passed by the Whigs, such as the Poor Law Amendment Act in 1834. This led to the poor feeling they were being punished for being poor, through the creation of the ‘Whig Bastilles’. They argued that only political change would lead to a change of legislation.
- The importance of the unstamped press and rise of ‘the Northern Star’ etc which carried on the Radical tradition and spread the ideas of Chartism.

Good answers are likely to show an awareness that the economy and dissatisfaction with government legislation were key to the creation of Chartism. A balance should be reached showing the inter-relationship between factors.

**Question 3**

**05** Explain why Catholic Emancipation was passed 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 Catholic Emancipation was passed by the Tory Government in 1829.

Students might include some of the following factors:

- the growth of tension in Ireland due to the role of Daniel O’Connell and the Catholic Association set up in 1823. This was calling for Catholic Emancipation, and was supported by the Catholic Church. A mass movement for change had been created.
- the role of the Catholic Association in helping O’Connell win the County Clare by-election in 1828. This put pressure on the British Government to agree to this concession.
- the fear of the British Government that failure to pass Catholic Emancipation would lead to a Civil War or civil unrest in Ireland. This seemed to be supported by Peel’s visit to Ireland.
- there was some support in the British Parliament for this change, and the Canningites within the Tory Government were sympathetic to this

- the decision of the Government to Repeal the Test and Corporations Act in 1828 meant that now only Catholics were specifically excluded from Parliament. This seemed to give impetus to the supporters of Catholic Emancipation as it suggested that the government was open to change
- the resignation of Huskisson and Wellington's decision to replace him with Fitzgerald led to the by-election in County Clare. The defeat of Fitzgerald by O'Connell meant that Catholic Emancipation now moved to the centre of British politics
- Catholic Emancipation had been promised under the Act of Union in 1800, and this had been an issue of contention since. The decision to grant this would hopefully remove some of the hostility felt towards the British government.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for instance the sequence of events in Britain had an impact on the events in Ireland, and allowed O'Connell to capitalise on the by-election that was called in County Clare.

**Question 3**

**06** How successful were the British in maintaining control in Ireland in the years 1831 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**

**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

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Factors suggesting that the British Government was successful might include:

- the Whig Government introduced a series of reforms of the Irish Anglican Church in the 1830s which sought to reduce unrest in Ireland. These included reducing the number of Irish Bishops, and changing the tithe payments
- the Lichfield House Compact of 1835 brought Irish MPs into government with Melbourne's Whigs, thus reducing the 'threat' from Ireland
- the British Government were able to ban the Clontarf meeting in 1843, and O'Connell was arrested. This did not lead to revolts and suggested that the British were successful
- policies introduced by Peel did not cause discontent amongst the Irish, but neither were they successful in gaining support for the British Government, e.g. Irish Universities Act and Maynooth Grant.
- there was no successful revolt in Ireland during this period.

Factors suggesting that the British Government was not successful might include:

- the Repeal Association was created by Daniel O'Connell in 1840 to push for the repeal of the Act of Union with Britain
- the creation of the Young Ireland group in 1842 showed that many in Ireland were unhappy with the British Government. Younger men were looking for a more radical approach to gaining separation for Ireland.
- impact of the Famine led to growth of unrest and in 1847 the Government passed the Crime and Outrage Act
- rise of more extreme forms of nationalism towards the end of the period suggested that the British Government were not successful
- a range of groups were set up in Ireland after 1846 which sought to end British control over Ireland
- support for Irish Nationalist groups from the USA and other ex-patriots meant that there was funding for groups which sought to undermine the British government. The Irish Republican Brotherhood was set up in 1858
- little financial investment in Ireland after the Famine, led to the belief that the British Government had little real interest in looking after Ireland.

Good answers are likely to/may show an awareness that there were factors which showed British success as well as failure. Students will attempt to create a balance to weigh up this evidence. Students may consider the relative successes and failures of the Governments from 1831, and explain 'how successful' they actually were.

### **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)