



General Certificate in Education

AS History 5041

Alternative T Unit 2

Mark Scheme

2008 examination – June 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

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.

June 2008

Alternative T: Liberal Democracies, c1787–c1939

AS Unit 2: The Emergence of Democracies, 1787–1832

Question 1

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

Explain briefly the meaning of 'MPs were required to fulfil a property qualification' (lines 3–4) in the context of opposition to reform. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. it was a pre-reform requirement that to be an MP a man had to own property. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the propertied classes saw the qualification as a means of preserving the existing system from radicalism and the mob. Any reform that sought to end the qualification would be opposed. 2-3

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

How useful is **Source B** as evidence of Tory reasons for opposing the Reform Bill? (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. the speech is from 1831 therefore it is useful, or the speech tells us that Peel was against reform because it was not needed or because he saw no need for it. Paraphrase of the source, discussing what the source 'tells' or 'shows', will be without any real understanding of utility. 1-2
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance. Own knowledge may be implicit (i.e. evident in the contextual understanding). The source does provide some key Tory arguments against reform, as might be expected from the 2nd man of the party. Peel makes the Tory arguments that the Crown will be affected, that property and liberty will be threatened and that there will be no benefit. 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. there are limits to the use of the source as Peel was a diehard against reform. Many Tories did recognise the need for reform and the popular pressure – the elections of April and May had seen pro-reform candidates elected, yet Peel stuck to his personal view. Peel was also concerned about the criticism he had received for his support of Catholic emancipation and was not wavering now. Concerns about the impact of reform on the Tory Party, fears of a French style revolution and the contempt for the lower classes are not mentioned. **6-7**

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

‘Opposition to parliamentary reform was based on the belief that there was no need for reform as the existing system worked.’

Explain why you agree or disagree with this statement. **(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 on *either* own knowledge *or* 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

General statements about opposition or indiscriminate description of the pre-reform system may be seen at Level 1. At Level 2, answers may be based solely on the sources or on own knowledge. They may describe aspects of the unreformed system that worked in general

terms. e.g. Britain's Empire, trade, navy etc. Answers at Level 3 will use the sources and own knowledge to make some of the following points.

The existing system clearly did work:

- Britain was the wealthiest country in the world with the largest empire, having just defeated Napoleon.
- property and wealth was protected by property qualifications to be an MP (**Source A**).
- British citizens were free (no arbitrary arrest, equality before the law, taxation was almost non-existent) (**Source B**).
- the constitution was organic; it had allowed the middle class to be absorbed into the system as they could purchase pocket and rotten boroughs (**Source A**).
- voting was not considered to be a right, but all interests were represented by virtual representation.

For Level 4, balance is required. Answers need to consider other reasons for opposition:

- the French Revolution was still fresh in Parliaments mind in 1831–1832. Moreover, the revolution of 1830 in France was part of the immediate context of the Reform movement. There were fears that reform would end in a French style disaster, with violence and anarchy. 'Military Rule' was also a real fear, as was the future of the monarchy (**Source B**). Young men of 1789 were in power in 1831–1832 and many had read Burke (**Source C**).
- the fear of the French disease could be linked to English radicalism, (Birmingham Political Union, Paine, universal suffrage and the secret ballot etc.). Peel was concerned that this was the first step towards these other reforms (**Source B**).
- Tory concerns that they would lose power to the Whigs were also a factor.
- working class opposition was based on the realisation that their alliance with the middle-class would be undermined once the middle-class were bought off (**Source C**).

Judgement at Level 5 may draw distinctions between aristocratic and working-class opposition, or reasons of principle and those that were more based on self interest.

Question 2

- (a) Comment on 'the three-fifths compromise' in the context of the USA in 1787.

(3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. the compromise on how to count slaves. May paraphrase the source to comment on the fact that it was the first of several compromises, linking to the Great Compromise.

1

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the compromise that applied to counting slaves for the purposes of calculating population for assessing taxation and number of representatives.

2-3

-
- (b) Explain why several compromises were necessary at the Philadelphia Convention in 1787. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. States could not agree on several issues and therefore there would be no United States of political organisation. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the Virginia Plan was unacceptable as it threatened small states with its intention to base representation on population, whilst the large states found the New Jersey Plan unacceptable as it would give each state equal representation regardless of size, e.g. the three-fifths compromise was necessary to prevent divisions between slave and non-slave states, as was the deliberate decision to review slavery in 1808. **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. identifies and explains the divisions and links the need to compromise to the need to ensure that a United States could be created with a strong Federal government capable of defending the states and ensuring property. **6-7**

- (c) Was the desire to prevent tyranny the most important factor in explaining the terms of the US Constitution of 1787?
Explain your answer. (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

General statements about tyranny, or descriptions (e.g. of the compromises or British rule) may be seen at Level 1. At Level 2, answers may describe some of the terms of the Constitution with brief reference to the question in the introduction and conclusion. Answers at Level 3 will be mainly focused analysis, illustrating arguments with reference to the terms of the Constitution.

Arguments could include:

- the USA guaranteed all states a republican form of government, with a President subject to checks. This was to avoid arbitrary government that may threaten property
- the office of President was to be elected
- the Founding Fathers reflected dominant eighteenth-century European opinion in their belief that security of property was essential for the security of the nation overall; this property had to be protected from the state as well as the mob
- the separation of powers and the checks and balances were meant to prevent elected tyranny – the President could be impeached
- protection of state rights to prevent tyranny from the centre
- the House of Representatives gave power to the people.

For Level 4, balance is required. Answers need to consider other influences upon the terms of the Constitution:

- the Constitution was also concerned with creating a government of the people. The House of Representatives was elected by the people every two years, number of representatives in direct relation to the size of each state's population, local state government remained, some separation of powers e.g. the President could not be part of Congress etc.
- the practical concerns include the need to gain ratification by large and small states alike, the threats to stability in 1789 and the weakness of the Articles of Confederation, with reference to the 'Great Compromise' and the 'three-fifths compromise' on slavery.
- fear of the mob was also a factor, hence the attempts to limit democracy (Senate was directly elected).

Judgement at Level 5 may involve arguing that protecting property and providing government by consent were not incompatible, as property was easy to acquire in the USA by heading west.

Question 3

- (a) Comment on 'the National Assembly' in the context of France in 1789. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. the body that became the government of France. Paraphrase of the source may be seen to the effect that it issued the 4 August Decrees. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the members of the Third Estate plus the invited members of the First and Second Estate that took the Tennis Court Oath and became the new government. **2-3**

- (b) Explain why feudalism was abolished in the 4 August Decrees. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the feudal system was unfair, or that the national Assembly did not want to challenge the peasants. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. there were practical and ideological reasons. Ideologically, the belief in equality meant that all Frenchmen had to be equal before the law, which meant the abolition of feudal privileges, including the right to trial in separate courts. Practically, the need to raise money from all sources meant that the richest citizens needed to pay taxes, rather than receiving feudal exemptions. The *Grand Peur* also pressurised the Assembly into a measure that would be popular with the peasants **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. the propaganda value was greater than the reality, given the compensation. **6-7**

- (c) Explain the importance of winning the support of the French peasants, in relation to other factors, in explaining the reforms of the French Revolution in the years 1789 to 1792. (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 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

General statements about the number of peasants or the fact the National Assembly did not want to challenge the peasants, or descriptions (e.g. of the causes of the Revolution) may be seen at Level 1. At Level 2, answers may describe some of the reforms of the Revolution with brief reference to the question in the introduction and conclusion. Answers at Level 3 should offer some evidence of the need to win peasant support:

- the Grand Peur terrified the National Assembly and can be seen as a cause of the 4 August Decrees
- the Abolition of Hereditary Title, Parlements and arbitrary Royal legal power all created equality which was popular
- the extension of the franchise to 61% of Frenchmen also demonstrated commitment to the peasants.

For balance at Level 4, answers need to consider other influences on reforms:

- *Liberalism* is suggested by the abolition of privileges in terms of Feudalism, hereditary titles, Parlements and the absolute monarchy, along with religious toleration
- *Democracy* could be addressed by considering the creation of a single chamber elected legislature, with a widespread franchise that made France the most democratic country in the world

- *the defence of property* was also a factor; the franchise was linked to earnings, which fitted the predominant bourgeois view that power should go to those with property and education.

For Level 5, judgement is also required, though this may take the form of an extended conclusion. France's revolutionary reforms were pushed beyond the intentions of the middle-class representatives of the Third Estate, by the violence in the countryside, but as the memories of the burning of chateaux rescinded, ideological and other practical considerations took over.