



## **General Certificate of Education**

# **AS History 1041**

## **Unit 2: HIS2S**

### **Liberal Democracies: Power to the People?**

# **Mark Scheme**

*2009 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate performing at the highest AS level is already well prepared for the demands of A2.

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

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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##### **Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

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**January 2009**

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS2S: Liberal Democracies: Power to the People?**

**Question 1**

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

Explain how far the views in **Source B** differ from those in **Source A** in relation to the problems of the USA under the Articles of Confederation. (12 marks)

*Target: AO2(a)*

- L1:** Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **0-2**
- L2:** Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**
- L3:** Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**
- L4** Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

**Indicative content**

Responses should be aware of the different stance taken by each source about the state of the US economy on the eve of the Annapolis and Philadelphia Conventions and offers several examples such as high taxes, debt and bankruptcy, and considers the consequences of the situation. Source B regards the economic state as much healthier citing agriculture, banking and industry as examples of progress. At the same time the slump is seen as short lived. It may also be inferred from Source A that the concerns of the Greenwich residents relate to a single year and argue that this state of affairs may be atypical. As such differences are explained by the provenance of the sources. Source A is a local source, representing the state of the economy at a micro-level and expressing the everyday concerns of ordinary people. Source B is the work of a professional historian able to adopt a much broader vantage point of the economy. Knowledge of the debate over the state of the economy will be used to develop the standpoints of each source. Practical problems of currency and trade and significant events such as the Shays rebellion and the calling of the Annapolis Convention might be used as exemplification. There are points of similarity. Source B acknowledges that a body of opinion did fear economic ruin due to the weaknesses of central government while such a criticism is made explicitly by Source A.

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

How important was the desire for stronger central government in the framing of the American constitution at Philadelphia in 1787? (24 marks)

*Target: AO1(b), AO2(a), AO2(b)*

- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may 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. **0-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, 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 using evidence from **both** the sources **and** own knowledge. 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 from the sources and own knowledge, 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 from the sources and own knowledge, 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

All three sources should be used to develop a response to the hypothesis. Source A and B dwell on the extent to which economic disruption spurred political reform; links might be made to Annapolis, the practical consequences of government under the Articles, such as Indians and trade and America's external prestige and the economic factors that affected the debates at Philadelphia. Source C develops this debate clearly linking economic under-performance with ineffective government. Crucially, Source C develops this argument identifying political weakness and patriotism/nationalism as key issues.

The following should be used to support the hypothesis:

- The limited powers of congress under the Articles, e.g. the lack of power to raise taxes, the absence of a federal army and the power to regulate trade.
- The resolution of the main compromises; size and representation, East and West; North and South and the election of the executive would ensure strong centralised government and would replace the weak government under the Articles and resolve the conflict between state and federal sovereignty.
- The concerns expressed in Source C, where a strong nation is implicitly linked to strong government and those subsequently expressed in the Federalist papers.

However, other influences should be considered and discussed to show that there was indeed a range of influences:

- Source C should prompt further discussion of the nature of national feeling within American Society, its culture and its expectations of itself as democrats, republicans and nationalists.
- The conspiracy led by Beard of the motives of the Founding fathers and his central argument that there was the drive to protect the fundamental interests and rights of property. This, in turn, is challenged by the fact that these were men of the Enlightenment.
- The concern over individual rights and the desire for democracy; separation of powers, democratic devices, checks and balance, the principle of limited powers, elections and the franchises; the Bill of Rights was to follow in 1791 .
- Acknowledgement of the constitution as a 'middle way'.

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**Question 2**

- (a) Explain why a demand for parliamentary reform dominated British politics in the years 1830 to 1832. (12 marks)

*Target: AO1(a), AO1(b)*

- 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. **0-2**
- 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**

The thrust and focus of the question should examine the factors that forged the political crisis of 1831/32, with consideration of how both middle and working-class organisations demanded the vote and how these demands grew out of different circumstances. Dissatisfaction with the system had been long held but by 1830 a mix of economic and political factors brought it to the fore of British politics:

- The unreformed political system coupled with resistance to change.
- The growth of popular radicalism, the influence of France 1830 and the underground press; increased working class agitation.
- Reaction to Tory repression and Burian resistance to reform.
- The middle class demand for representation, the role of the Birmingham political union
- Hunger-politics, post-1829; agricultural riots, bread prices and bad harvests.
- The changing attitudes and stances of the political parties.



- (b) 'The 1832 Reform Act did not significantly extend democracy in Britain.'  
Explain why you agree or disagree with this view. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

- 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 limited part of the period 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. **0-6**
- L2:** Answers will show some understanding of the demands 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

The question seeks to elicit views on the progressive and limiting aspects of the 1832 Act and measurement of its achievement. This will be assessed by examining the Act from the radical point of view, arguing with support that the Act did not go far enough with an appreciation of the reasons why this was the case:

- Whig strategy of reforming to preserve; reform prevailed.
- Survival of the old system heredity principle, powers of the Lords, aristocratic social composition of the Commons as pre-1832. The composition of parliament; middle-class MPs did not undermine landed interest, MPs still needed independent means.

In many respects, therefore, democracy was frustrated and exemplification of this would be illustrated with reference to:

- Limited increases to the franchise; property still dominant with inconsistencies remaining, counties predominant
- Rights of property enhanced by the Chandos amendment

- Control of voter registration
- Corruption not removed
- Survival of managed or pocket boroughs
- Limitations to individual rights.

However, the counter case will be argued with clear reference made to the positive aspects of the Act. The Act will be assessed based, for example, on its evolutionary nature and the significance of its timing as a milestone and a watershed in British politics. Reference might be made to:

- Increases made to the electorate
- Electoral power to Scotland
- Constituencies remodelled and seats redistributed
- The beginnings of change within Parliament itself.

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**Question 3**

- (a) Explain why Louis XVI called an Estates General in May 1789. (12 marks)

*Target: AO1(a), AO1(b)*

- 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. **0-2**
- 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**
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**Indicative content**

There should be an awareness of the vulnerability of the monarchy over a long period of time and how tensions that had existed in France were more difficult to resolve as crises deepened and conflicting ambitions surfaced.

Identification of longer/mid-term pressures:

- The Enlightenment, contrasted with the tradition of absolutism, and external influences such as America
- The royal family, Versailles, extravagance, the personalities, disaffection and disillusionment
- The rising crisis in France; a war between the estates, the revolt of the nobility, the ambitions of the Third Estate, the failure to resolve bankruptcy.

Discussion of short-term factors: the crisis 1788–89:

- The reaction of the Parlements
- The May Edicts, anti-government activity and rioting
- Bread riots, unemployment and strikes: poor harvests and further strains on the king with emphasis on the financial strains.

- (b) 'King Louis XVI was executed in January 1793 because he was unwilling to co-operate with constitutional reform.'  
Explain why you agree or disagree with this view. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

- 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 limited part of the period 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. **0-6**
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### Indicative content

The question examines the various factors that contributed to the king's demise. Responses should support the view that the position and role of the king was under constant scrutiny and from the beginnings of the revolution there existed a basic split between the French people and the king. Many reforms, idealistic and limited in their nature, were resisted by the king and accepted grudgingly and with reluctance as reforms dismantled the ancien regime rather than forge a genuine democracy.

There should be a clear recognition that the king was the architect of his own downfall with his actions and attitudes failing to enhance his prospects of survival:

- The events of 1791; the king's attitude toward the Assembly, his demand to establish his own position within the constitutional arrangements and the ill-judged flight to Varennes, which led to an increasing unlikelihood of achieving a political consensus, particularly given revelations of the King's attitude to the revolution. This, in turn, led to greater tensions within the patriot camp.

- The significance of Louis' unhappiness with and refusal to accept the constitution at a time when the divisions between those who supported the revolution deepened. The king's assent to constitution was not genuine and his appointments of Feuillants confirmed suspicions of him. At this point many including the unenfranchised argued for an end to the monarchy.
- The king's involvement in counter revolution abroad led to violent outbreaks, the Champs de Mars and the September Massacres spurred by anti-royalist sentiment. Significance should also be attached to the use of the king's veto which broadly suggests a change in the face of politics and further indicates only an insincere acceptance of the constitution by the king.
- War with Austria and Louis' involvement with counter revolution saw the end of the Assembly and its replacement by the National Convention. By September 1792 there was a demand for the end of the monarchy.

There should be clear recognition that the nature of reform, reaction to reform and other factors steered the revolution from its initial course and left the king exposed:

- The extent to which the 1791 Constitution defined active and passive citizens, prompting extremism. The rise of republicanism and the subsequent split between those who favoured a republic and those who wanted a permanent solution with the king.
- The growing influence of the political clubs amid the economic unrest of 1792. The appointment of a Girondin ministry; the declaration of war and early defeats.
- The rise and acceptance of political violence and industrial action. The rise to prominence of the *Sans culottes*, the attack on the Tuileries palace, June 1792, typifying the blame afforded to the king and his increasingly precarious position. Following the war, the king was increasingly isolated, the constitutional experiment ended and the king was deposed.
- The emergence of the Revolutionary Commune and its response to counter revolution; the establishment of a Tribunal to deal with counter-revolutionaries ushered in the beginning of the Terror.