



General Certificate of Education

AS History 1041

Unit 2: HIS2S

Liberal Democracies: Power to the People?

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Set and published by the Assessment and Qualifications Alliance.

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)

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

Specimen Mark Scheme for examinations in June 2010 onwards

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

HIS2S: Liberal Democracies: Power to the People?

Question 1

01 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 demand for parliamentary reform in the years 1830 to 1832. (12 marks)

Target: AO2(a)

Levels Mark Scheme

- | | |
|--|--------------|
| Nothing written worthy of credit. | 0 |
| 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. | 1-2 |
| 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

Note: This content is not prescriptive and candidates 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 levels scheme.

Candidates will need to identify differences between the views of the two sources. For example:

- the main difference is that Source B is advocating reform on a much wider basis; in fact to all taxpayers
- Source B also infers that a threat to the working class would be protected by a secret ballot
- in contrast, Source A advocates reform of a limited nature. It is against universal suffrage and the inference is that an enfranchised working class would lead to a revolution

-
- Source A suggests a controlled reform with ‘middle class’ property and intelligence rewarded. The inference is clear; Macauley regards the middle class sufficiently responsible to participate positively in the political life of the country.

Candidates will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- support from knowledge might develop some discussion on the arguments in favour of reform and the extent to which this source typified those views
- own knowledge might be used to reflect the arguments against reform but show how this source adopts a moderated stance to mirror Grey’s aristocratic conservatism.

To address ‘how far’, candidates should also indicate some similarity between the sources. For example:

- both sources agree that reform of the franchise is due but disagree with regard to the extent of change and that the franchise be linked to property/taxes. They also say there is social gain to be made, i.e. an end to the ‘ills and evils’ and ‘the happiness of the people’
- in making a judgement about the degree of difference, candidates may conclude that the differences are explained by the political perspectives of the authors. Macauley, a well-known and influential Whig writer who espoused the notion of ‘reform to preserve’ and Hume, a radical and known champion of working class politics.

Question 1

02 Use **Sources A, B and C** and your own knowledge.

How far did the Whigs’ desire to protect propertied interests shape the terms of the 1832 Reform Act? (24 marks)

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

Levels Mark Scheme

Nothing written worthy of credit. **0**

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. **1-6**

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

Note: This content is not prescriptive and candidates 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.

Candidates 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.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- Source A: Whig motives against universal suffrage are explained; fear of revolution and unsuitability of the working class, setting the scene for reform
- Source B: The case against the Whigs; universal suffrage is the yardstick against which Whig reform might be measured. This is the radical view, that though concerned at the limitations of the Act, would welcome some of the principles and fundamental changes of the Reform Act
- Source C: Reform to preserve explained: the need for stability and a belief in aristocratic government.

From candidates' own knowledge:

Factors suggesting that this was a limited piece of legislation in line with Whig thinking, might include:

- control of voter registration
- a failure to address corruption and unfair electoral influence
- the extension of the franchise to the middle classes, not the working classes
- the Chandos amendment
- the survival of managed boroughs

- the new Parliament reflected the continued dominance of property in the Commons where the new middle class MPs did not seriously affect the decision-making and, by definition, the Lords remained influential
- detailed explanation linked to the sources that the Whigs reformed to preserve the rights of property and to outmanoeuvre the Tories.

Factors suggesting the Act went too far might include:

- the counter argument might be considered that this was a radical piece of legislation in the eyes of many and that it brought about dramatic changes, though its limitations were not readily seen in 1832. The Whigs did permit some change, arguably through the fear of revolution referred to in the sources
- there should be an appreciation of the radical nature of the Act in so far as it was an act of significance and a key moment in the evolution of British democracy; progress was made with regard to the number of voters, the redistribution of seats and Scotland
- in relation to what had happened previously, this was a significant step forward and something of a watershed, meriting perhaps the epithet of the Great Reform Act, and a milestone in constitutional history.

Good answers are likely to/may conclude that the consequences of the Act confirmed the dominance of the landed class, acknowledged politically middle class ascendancy and continued to exclude the working class. When the repercussions of the Act were realised, the Act fundamentally extended the definition of property in political terms, but many of the pre-1832 anomalies remained.

Question 2

03 Explain why supporters of states' rights were happy with the Articles of Confederation.

(12 marks)

Target: AO1(a), AO1(b)

Levels 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 candidates 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 dual system of government pleased some groups in America.

Candidates might include some of the following factors:

- The Articles had organised the war effort successfully
- The Articles ensured equal rights for the states
- within the States, with exemplification from Maryland, New York and Pennsylvania, democratic progress had been made. Constitutional principles had been established (popular sovereignty, elections, bills of rights) and such supporters of states' rights were happy that government by consent was in place
- elites and farmers were content and happy that their interests were protected with particular reference to tax and trade
- in general terms, supporters felt that criticisms were teething troubles and borne out of hysteria
- the changes that had taken place were essentially American; democratic, republican and based on social equality, reflecting the American experience and the ideals of the revolution. Sufficient, too, with the removal of the British.

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

- America had broken with Britain and had achieved much in terms of democracy
- The Articles did provide a system of national leadership, albeit as a 'firm league of friendship'.

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

- States had reconciled the rights of property with representation
- States had been able to nurture economic interests.

To reach higher levels, candidates will need to show the interrelationship of the reasons given. For example, they might argue that despite the criticisms of the Articles, there was in the USA support for the Articles, in particular, from the supporters of state sovereignty and men of property, whose ambitions had been satisfied.

Question 2

- 04** 'At the Philadelphia Convention of 1787 the Founding Fathers were mainly motivated by the desire to create a democratic system of national government.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels 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 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. **1-6**
- 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

Note: This content is not prescriptive and candidates 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.

Candidates should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree might include:

- there is much in the character of the delegates as men of reason and men of the Enlightenment and the extent to which the delegates arrived at Philadelphia with agreement in principle
- the extent to which democratic criteria was met, exemplified by the constitution, separation of powers, elections, checks and balances, federalism and popular sovereignty
- the Great Compromise and other compromises
- aspirations of nationhood based on democratic ideals might also be considered, with the impact of the Shays rebellion fresh in the mind.

Evidence which disagrees might include:

- the delegates were pragmatists whose desire was to establish a much stronger central government and, in so doing, establish America in the eyes of other countries, to lessen the threat of economic disorder that had prompted the Annapolis Convention, to remove further embarrassments and shocks as that provided by the Shays' Rebellion and to resolve long-standing internal problems
- contemporary observers were also concerned about the inadequacy of the Articles as the means of effective government with the limited powers of Congress and its inability to raise taxes and control trade as vital issues
- on a broader level, the debate between advocates of federal and supporters of state sovereignty might be discussed
- there might be some acknowledgement of the absence of a bill of rights.

Good answers are likely to/may conclude that the personal motives of the Founding Fathers and the extent to which the constitution served the interests of the propertied elites and within a democratic framework sought to protect the rights of property, economic initiative and promote stability. The extreme views of Beard might be considered with knowledge of the various compromises and examples from the constitution will be used to demonstrate how democracy was reconciled with hierarchy.

Question 3

- 05** Explain why the Estates-General became the National Assembly in the months May–June 1789. (12 marks)

Target: AO1(a), AO1(b)

Levels 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 candidates 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 National Assembly was set up in France in 1789.

Candidates might include some of the following factors:

- many who met at the Estates-General were driven and inspired by ideas of the Enlightenment
- anti-clerical and anti-government feeling was coupled with a demand for radical change
- the determination of the Third Estate to assert itself, shown, for example, by the Abbé Sieyès, Mirabeau's leadership but with an understanding that the Third Estate was bourgeoisie-led
- the extent to which the Estates-General would, or not, meet the demands of the *cahiers de doléances*
- the dispute over voting procedures

- the dalliance of the monarchy and the failure of the meeting to reach key decisions amid a background of rising popular unrest.

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

- the political ambition of the bourgeoisie
- the failure to deal effectively with France's problems over time.

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

- voting procedures and the Tennis Court Oath
- the failure of the monarchy.

To reach higher levels, candidates will need to show the interrelationship of the reasons given. For example, they might argue that May 1789 was an opportunity not taken at a time when bourgeoisie frustration and working class hardship had come to a head. Economic and political pressures put the Ancien Regime firmly on the back foot.

Question 3

- 06** 'The ideas of the Enlightenment was the major cause of political change in France from July 1789 to September 1791.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels 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 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. **1-6**
- 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

Note: This content is not prescriptive and candidates 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.

Candidates should be able to make a judgement by balancing points which agree with the view that the Enlightenment was one of several significant factors that drove change in France to the end of 1791.

Points/factors/evidence which agree might include:

- The Enlightenment had been at the heart of unrest in the months leading up to the revolution
- the early attempts at constitutional reform, the dismantling of the Ancien Regime in 1789, the August Decrees and the Declaration of the Rights of Man, the abolition of feudalism, the confiscation of church property, the abolition of hereditary titles, local government reform drew extensively on the ideas of the Enlightenment. From mid-1789, reform was determined by a politicised working class
- the Reforms of the Constituent Assembly and the Legislative Assembly, and the demands of the political clubs, demonstrate a continued commitment to political change based on liberal democratic ideas that bore the imprint of the ideas of the Enlightenment such as the exclusion from government of those with hereditary privilege and the continuing attempts to achieve a constitutional monarchy
- 1791 witnessed the revolution hurtle along its unique course that demanded the revolution further restrictions on the monarchy and a demand for republicanism. Even at times of violence, the legacy of the Enlightenment is still evident, if not so obviously.

Points/factors/evidence which disagree might include:

- pre-1789, economic hardship had been at the heart of unrest; this was a key influence in determining political change. The Third Estate saw economic incentive in abolishing feudalism and saw political change as the means of ending the tax burden and ensuring high reward for their enterprise. In 1789 following the Estates-General, the urban workers and the peasants were spurred on by hunger; 1788–89 were hard years, typified by unemployment, high bread prices, strikes and riots; evidence from the *cahiers* and popular agitation about food prices in 1789 would also suggest economic hardship as a key motive for the working class to support the revolution. The Bastille, the Great Fear, the October days and, later, the rise of the *Sans-Culottes* might be used to demonstrate the primacy of economics. However, this is not to disregard the extent to which many of the working classes had become, or were to become politicised. The attack on the Bastille and the Great Fear were equally acts of political defiance. Examples of political change, motivated by economics, might include the Chapelier Law and the Civil Constitution of the Clergy

- pre-1789, there was criticism of the king. This intensifies during 1789–1791, typified by the flight to Varennes, the events at Champs de Mars and his refusal to accept the constitution as well as the threat from abroad.

Good answers are likely to/may conclude that the revolution was shaped by both the ideals of the Enlightenment but also by economic factors and, in so doing, will demonstrate that the revolution was supported by different people for different reasons between 1789–1791. Those in power had to respond to a constantly changing landscape, typified by the demands of a highly politicised mob and greater radicalisation. Over the course of time, the ideals have been obscured by the power struggle.