



## **General Certificate of Education**

# **AS History 1041**

## **Unit 2: HIS2S**

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

# **Mark Scheme**

*2010 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 2010

**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 proposals discussed at the Philadelphia Convention regarding the structure of American government. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

- |                                                                                                                                                                                                                                                                              |              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Nothing written worthy of credit.                                                                                                                                                                                                                                            | <b>0</b>     |
| <b>L1:</b> Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.                                                                  | <b>1-2</b>   |
| <b>L2:</b> 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.                                                          | <b>3-6</b>   |
| <b>L3:</b> Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.                                      | <b>7-9</b>   |
| <b>L4</b> 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. | <b>10-12</b> |

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

- disagreement revolves around the nature of representation in the proposed legislature
- the Virginia Plan argued for representation proportionate to population; the New Jersey Plan argued for equal voting for each state
- the Virginia Plan proposed a bi-cameral system, the New Jersey argued for a single chamber

- different reasons are given to explain change.

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

- the Virginia Plan would promote the interests of and would benefit the larger states
- the New Jersey was supported by the smaller states, which were fearful of potential dominance by the larger states; hence, the force of Patterson's response and the obvious leaning of his argument.

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

- both sources agree on the need for stronger government
- from both it is inferred that the Articles need to be amended.

In making a judgement about the degree of difference, candidates may conclude they shed light on the polarisation of federalist and anti-federalist opinion and reflect the different perspectives of the larger and smaller states over the role of central government and the rights of the individual states.

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

How far was the success of the Philadelphia Convention due to shared ideals amongst the delegates? (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: the practical difficulties of national government under the Articles
- Source B: the willingness to compromise
- Source C: the preparedness by the delegates to discuss and reach agreement.

From candidates' own knowledge:

Factors suggesting that success was due to shared ideals might include:

- discussion of the delegates characters; they were men of reason, that agreed on much, and were pragmatic
- the influence of ideals from the Enlightenment and over time in America with regard to federalism, democracy and republicanism
- discussion of the strength of national feeling
- the nature of American society and its expectations of itself.

Factors suggesting success was due to other factors might include:

- the practical concerns such as those raised at Anapolis and following the Shays rebellion
- the willingness to make key compromises; East and West, North and South and over the election of the president
- a preparedness to balance the interests of property with democracy.

Good answers are likely to/may conclude that the Convention resulted in a middle way that met the interest in practice and in theory of the various parties.



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**Question 2**

- (a) Explain why many members of the landed classes resisted parliamentary reform in Britain by 1832. (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 reform was opposed by the landed classes.

Candidates might include some of the following factors:

- the determination to maintain the status quo; the rights of the aristocracy and land over the Commons and Industry
- the influence of Burke; fear of extremism, radicalism and opening a door to further reform and threats
- the view was prevalent that the system was not in need of change; it had been shown to work and, as it stood, it protected liberty and property, provided stability and maintained the position of the ruling class, who were immune from bribery, but who could use the rotten boroughs to blood new and young talent into politics. As such, experimentation and change was deemed dangerous

- an awareness of the dangers of enfranchising the working class.

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

- under the existing system, Britain had flourished with regard to empire, navy, trade and standard of living
- the view was that change should be organic and not driven by external factors; the constitution, unwritten, had evolved over time and a limited monarchy since 1688 was a bulwark against tyranny.

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

- fears aroused by radicalism
- fears aroused by extra-parliamentary activity at home and abroad.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might argue that reform might open the door to wider change and that democracy would threaten their position as the ruling class and economically and so change was revisited and agitation met with force.

- (b) 'Radicalism was the main reason why there was a demand for political reform in Britain in the years 1830 to 1832.'  
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(s) might include:

- radicalism was very important. Over time the Enlightenment had its effect and the writings of Cobbett, Wooler, Place *et al* and the work of corresponding societies were effective and inspirational
- radicalism through the Platform and the Press spread ideas and lay at the heart of extra-parliamentary agitation. prompted the demands of both the middle and working classes
- radicalism spurred and prompted both working class and middle class agitation heightened by the changes brought by the Industrial Revolution, leading to middle class (BPU) demands for change and a new working class political consciousness that demanded political participation. Note might be made that there had been a steady demand for reform for many years.

Evidence which disagree(s) might include:

- the system of representation was itself anachronistic
- consideration might be given to economic conditions. 1829–1832 mirrors earlier periods of distress, when high prices and unemployment were problems. Hunger/politics and Rostow's Social Tension Chart might be offered in support with the Swing Riots and Glasgow's general strike as exemplification
- outside influence might also be cited. These may include the 1830 French Revolution and the lasting impact of Paine's writings.

Good answers are likely to/may conclude that the demand for reform had intensified prior to 1831 and that a combination of both political and economic ambition from both the middle and working classes, nurtured by radicalism, pushed the vote to the top of the reform agenda.

**Question 3**

- (a) Explain why French peasants were so discontented in 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 French peasantry were so unhappy in 1789.

Candidates might include some of the following factors:

- there was general dissatisfaction with the *ancien régime* and the king's government, exacerbated by its failure to deal with the financial crisis and bankruptcy
- much of the financial burden that fell on the peasantry. Taxes were very high. There was little incentive and agriculture stagnated
- economic discontent was important in 1789 particularly for the peasantry as prices rose, unemployment increased, shortages resulted and harvest failed
- however, the complaint was also political both in town and country. The cahiers identified issues to which the peasants responded after the Estates-General
- harvest failure; this heightened grievances such as taxation.

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

- political exclusion and the excesses of the *ancien régime*
- the financial and taxation burdens imposed on the peasantry.

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

- the economic crisis of 1788–1789
- the failure of government amid mounting distress.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might argue that 1789 saw the financial burdens and political dissatisfaction coincide with a failure to deal with the deteriorating conditions in France both in the towns and in the countryside.

- (b) 'By the end of 1792, France had become a liberal democratic state.'  
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 post-1789 France had moved toward a liberal democratic state.

Points/factors/evidence which agree(s) might include:

- 1789: the decrees of August 4<sup>th</sup>, the end of feudal privilege and the tithe, decrees upholding the principle of equality before the law and the abolition of hereditary titles
- the Declaration of the Rights of Man

- the decree of October establishing the principle of limited monarchy and the assembly's right to pass taxes. In theory, government was a contract between governors and governed
- the creation of the 1791 constitution based on a separation of powers and 61% enfranchisement
- the abolition of the Parlements and monarchy in 1792 (September)
- greater liberalism was shown through policies of toleration of Jews and Protestants
- the introduction of elections, locally and in general government.

Points/factors/evidence which disagree(s) might include:

- the August Decrees witnessed the commitment by the assembly to the continuation of the monarchy. The king still held powers, a suspensive veto remained and the king was regarded as 'the supreme executive power'; the assembly was dominated by property-owners who wished to preserve property as a right. The 1791 constitution was a constitution for a limited monarchy
- elections were limited and there was a limited franchise by age property, occupation and tax paid with further restrictions on citizenship. The 1791 constitution defined active and passive citizens
- the Chapelier Law saw the abolition of the right to strike.

Good answers are likely to/may conclude that France had undergone significant change by 1792. Much of this, notably the dismantling of the *ancien régime* and the ending of absolutist monarchy, was democratic in nature. In many respects both liberal and democratic measures were limited and flawed, indicating that by 1792 France had begun to be blown off the democratic course it had embarked in 1789.