



**General Certificate of Education
June 2010**

AS History 1041

HIS2S

Unit 2S

Liberal Democracies: Power to the People?

Final

Mark Scheme

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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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

June 2010

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 reasons for discontent in the Third Estate in France in 1789. (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:

- Source A is the view and perspective from the rural peasantry whose main grievance, as expressed in the cahier, is economic
- Source B is the perspective view from the city from urban workers and the wealthier bourgeoisie, whose main concern is political disadvantage
- in Source B, unrest is caused by wage cuts, indicating a deeper economic crisis. Action is taken whereas in Source A there is compliance

- problems in Source A relate directly to the Ancien Regime, in Source B problems relate to mismanagement.

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

- Source A is from a rural area where complaints are basically economic and revolve around the burdens placed upon the peasantry by the feudal system, e.g. working for the seigneur, paying heavy dues, providing the seigneur with produce. Feudalism provides the control
- Source B reflects the political frustration of the bourgeoisie who express their dissatisfaction through a pamphlet war and see the meeting of the Estates General as an opportunity for change and an end to absolutism. Urban workers illustrate the economic concern as Paris feels the forces of change and uncertainty.

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

- both sources are concerned with the deteriorating economic conditions in 1789
- it may be inferred that both sources are critical of the political opportunity that had been denied.

In making a judgement about the degree of difference, candidates may conclude that in Source B the agenda is political reinforced by economics, whereas in Source A the complaint is economic reinforced by politics, though at a very unsophisticated level.

The views differ in terms not only context, but also with regard to perspective with Source A produced at the time by a desperate peasantry. Source B, on the other hand, is the work of an historian and is considerably more measured, reflecting the concerns of urban workers and a politically-aware bourgeoisie.

Question 1

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

How important were the privileges of the First and Second Estates in causing the crisis of 1789 in France? (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 dominance and privilege of the seigneur is made clear, in contrast the peasantry were disadvantaged and aware of the gap in terms of rights
- Source B indicates that the unrest was spurred by low wages but chiefly by the gap between the estates. Reference is made to the King's ineptitude and political unrest
- Source C points to political issues; the right demanded by the Third Estate and the prospect of a class war targeting the privileges of the First and Second Estates.

Factors that suggest the significance of privilege might include:

- the taxation privileges of the nobility and clergy
- the significance of the revolt of the Notables
- the significance of the attitude and actions of the Parlements to reform
- the reaction to privilege; the politicisation of the bourgeoisie and the working classes, e.g. pamphleteering, anti-government rioting and the Cahiers de doléances
- the attack on privilege at the Estates General, May 1789.

Other factors might include:

- the influence of the Enlightenment and the American Revolution
- the attack on the Ancien Regime and the failure of monarchy and reform
- agrarian distress and harvest failure in 1788
- the unfair burden of taxation and feudal burdens
- low wages and food shortages.

Good answers are likely to/may conclude that the revolution grew out of both economic distress and political grievance and that, in the course of 1789–1790, these were closely linked. A line of argument might be pursued that for the peasantry discontent was economic in origin but for the bourgeoisie it was a political revolution, albeit reinforced by economic factors.

Question 2

03 Explain why the Declaration of Independence was signed in 1776. (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 colonists broke away from Britain

Candidates might include some of the following factors:

- the Declaration was a reaction to events; the problems at Lexington, the publication of Common Sense
- there had been increasing incompatibility with Britain and British handling of American affairs, especially given logistical difficulties. Economic and constitutional dissatisfaction was coming to a head, including the failure of the Olive Branch Petition
- at a time of growing national consciousness and expectation, particularly among the clergy, the Declaration gave a sense of both purpose and unity when faced with the military might of Britain
- the Declaration was signed for both military and strategic reasons in so far as it paved the way for external support, mainly from France
- Coercion.

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

- the attack on the colonial system and the constitutional crisis
- long-term economic exploitation
- nationalist feeling and expectation.

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

- events in Boston and pressure brought by increase taxes
- Lexington and coercive measures
- Paine's writings and the overt attack on the British monarchy
- the potential and demand for constitutional change.

To reach higher levels, candidates will need to show the interrelationship of the reasons given. For example, there might be an understanding and consideration that complaints were both constitutional and economic.

Question 2

04 'Government in the USA between 1777 and 1787 was dominated by the self-interest of the states.'

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 agrees that the states were most significant might include:

- States were happy that the dual system was in their best interest
- changes made at state level, where self-interest and economic control, for example tax and trade prevailed
- the dominance of property over democracy within the states. It was the elites and propertied interests that dominated in the majority of the states as seen in the constitutions of several states; Maryland, Pennsylvania, New York, Delaware
- between 1777–1787 the states had moved towards democracy and were keen to maintain this and their constitutions that embodied popular sovereignty, bills of rights, elections, legislatures and executives
- it was in the states that the ideals of the revolution were met. Support for the Articles was widespread, for example, from the farming community, pleased as they were with state sovereignty
- it might be argued that a revolution had taken place in the states but this was not a national revolution: the Articles of Confederation, basically a firm league of friendship, had been drawn up primarily for practical reasons such as coordinating the war effort and the economy. Anti-federalists saw little reason to change
- the weaknesses of the Articles reinforced the local bases of power.

Other factors might include the fact that America did move towards a system of national government with significant changes made at national level and that within America the demand for stronger national government had much support.

- at a national level, it is a different story. National government was weak, practically and constitutionally
- the Articles of Confederation did provide a national system of government that had, for example, coordinated the war effort. There was concern over practical difficulties, particularly economic, and threats to the revolutionary gentry
Yet, questions were beginning to be raised about the strength of the federal system
- Federalists thinking was dominated by the weaknesses of the Articles. Federalists argued the case for strengthening this system at the expense of the states and to realise the vision of the Declaration of Independence. In contrast to the states, concerns were borne out of idealism, prestige and security, but underpinned by economic self-interest
- Nationalism gathered momentum throughout the period; men like Washington, concerned about the weaknesses of the Articles, wanted to build on a growing national consciousness extending the revolution in the nation and Federalists wanted to limit democratic excesses in the states and made much of the slump, Indian Wars, Shays Rebellion and the Annapolis
- Philadelphia illustrated the ambivalent nature of government, as conflicts arose based on states rights.

Good answers are likely to/may conclude that the dual system of government in America at this time brought with it two broad agenda, reflecting on the hopes of both the anti-Federalists and the Federalists with recognition that towards the period demand for change from the Federalists had intensified.

Question 3

- 05** Explain why there was a crisis over the passing of the Reform Bill in the years 1831 to 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 the Reform Bill was passed in 1832.

Candidates might include some of the following factors:

- the weakening and changes in the Tory party after 1830 do much to remove obstacles to reform
- the Whigs are able to take advantage of this by a policy of 'reforming to preserve'
- there is activity outside Parliament both at home and abroad and by both the middle and working class
- the political crisis of 1831 paves the way for reform. Details would include Tory Opposition, obstruction provided by the Lords and King as a background of growing unrest such as the May Days.

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

- long-term dissatisfaction with the political system
- radicalism and extra-Parliamentary activity, including hunger/politics.

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

- the crisis within Parliament in 1831
- the Whig tactics under Grey.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might the connection between tension within and pressure outside Parliament within the broader context of change.

Question 3

- 06** 'The 1832 Reform Act was a triumph for the Whigs.'
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 Reform Act was a triumph for the Whigs.

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

- the Whigs achieved their aim of frustrating democracy; limited franchise, voter registration, the Chandos amendment in the counties, an unwillingness to remove corruption and managed boroughs
- this is supported further by the limitations of the act: voting still linked to property, the working class were excluded, there were still rotten boroughs and no pay for MPs
- there was little real change in the composition of Parliament, the rights of property remained unchallenged but extended to include the middle classes and, hence, the status quo remained
- politically, the Whigs were able to seize the advantage over the Tories.

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

- however, another view is that the act went too far; doubling the electorate, increasing the number of adult voters, redistributing seats, and remodelling of constituencies
- in this way, the Act is seen as a major step forward, a milestone within an evolutionary process.

Good answers are likely to/may conclude that judgement on the act is matter of perspective. On the one hand, it was seen as radical, but, on the other hand, a limited piece of legislation that did little to merit its claim to be considered a 'Great' Reform Act. An alternative view might see triumph interpreted as a success for the Whigs in being able to make so many changes.