



**General Certificate of Education
January 2011**

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.

Further copies of this Mark Scheme are available to download from the AQA Website: 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)

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

January 2011

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 support for the reform of the Parliament before 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:

- Source A is the middle class perspective. Source B is from a broader social base
- Source A is advocating suffrage for the middle class on the basis of its contribution to Britain's wealth and the extent to which it is responsible for Britain's strength
- Source B suggests reform would end economic problems. Source A has disregarded immediate and economic circumstances
- Source A sees the middle class under represented comparatively. It regards getting the vote as a long-standing matter of course. Source B sees reform as the focal point of a

wider campaign for improvement; it is immediate and spurred by propaganda and events abroad.

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

- the hunger politics of the working class and the radical demands they advocated
- the middle class perspective is drawn from a lack of representation despite the fact that they had brought great wealth into the country.

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

- both are critical of the pre-reform system and the unequal system of representation
- both advocate changes in the suffrage during a period of radicalism
- both acknowledge that voting be extended to the lower classes.

In making a judgement about the degree of difference, candidates may conclude that the sources point to a potential alliance between the middle class and working class borne out of the demand for the vote, but the perspective of each source is different and differences outweigh similarities.

Question 1

- 02** How important was agitation outside Parliament in the drawing up of the First Reform Bill in March 1831? (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: middle class demand and the work of the BPU
- Source B: working class agitation, the impact of 'hunger politics' and the impact of key factors on the working class such as distress, propaganda and France
- Source C: the Whigs determined on a specific course of action, seeking to reform in order to preserve.

From candidates' own knowledge:

Factors suggesting that extra parliamentary pressure was important might include:

- radicalism, platform and press
- the middle class and working class alliance
- attitudes towards the present system.

Factors suggesting the bill was drawn up for other reasons might include:

- the weakening of the Tory Party before 1830 and its consequences
- economic hardship and the reaction to it; Swing Riots, hunger politics
- international events such as France 1830
- fear of revolution
- Whig strategy.

Good answers are likely to/may conclude that the bill was drawn up due to a combination of these factors, or that it was a combination of long-term unrest and the short-term political pressures both in and outside Parliament.

Question 2

03 Explain why there was democracy in ancient Athens. (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 democracy had its roots in ancient Athens.

Candidates might include some of the following factors:

- social discontent, exacerbated by class differences
- the role of individuals; Draco, Solon, Cleisthenes
- a reaction to tyranny, to political, economic and moral decline
- instability such as that experienced 527-508 BC
- changes in the justice system
- impact of reform and restrictions on aristocratic power
- acknowledgement that democracy was in the best interests of the people and was something that they could benefit from.

Question 2

- 04** 'Rousseau's ideas were put into practice in France between 1789 to 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 evidence which supports the view given against that which does not.

Evidence which agrees might include:

- the significance of Rousseau's Social Contract and consent theories that directly challenged divine right, ideas about sovereignty and rights of property
- the abolition of feudal privileges in August 1789
- the abolition of hereditary titles and the decree of October 1st
- the Declaration of the Rights of Man
- the creation of a national assembly, voting and citizenship
- the weakening of the powers of the monarchy
- an awareness of Rousseau's broader social philosophy and its integration or absence from revolutionary France
- restriction of economic opportunity.

Evidence which disagree(s) might include:

- indirect election and a limited franchise
- restrictions to membership of the National Assembly
- maintenance of some monarchical powers such as the suspensory veto.

Good answers are likely to/may conclude that Rousseau's influence was colossal in how men thought about how they might be governed. As such, in many ways they were a blueprint for change, most notably the inequalities of the Ancien Regime. The ideas lay behind many of the changes that were made toward a liberal democratic state. However, the extent to which France became a democracy is to be questioned.

Question 3

05 Explain why the American colonists objected to British rule in 1775. (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

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Answers should include a range of reasons as to why the writings of Thomas Paine proved to be so timely in the years before the break from Britain.

Candidates might include some of the following factors:

- political aspiration and the particular appeal of Paine's plain speaking and blunt attack on the British, the timing of which was crucial
- dissatisfaction with British rule: geographical distance
- dissatisfaction with British rule: taxation linked to political aspiration
- dissatisfaction with British rule: heavy handedness (Boston, Lexington and Concord)
- impact of war
- Statutory Neglect.

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

- the Great Awakening of American society and hopes for the realisation of its own expectations
- the political influence of the Age of Reason.

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

- the impact of Paine on the Continental Congress in the absence of any compromise from the British
- the immediate impact of Paine's writing that crystallised conviction, rallied the undecided and prompted action
- taxation and coercion.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might consider and stress, for example, the role of Common Sense as an agent of change and a force that galvanised the Americans at a time when Americans were physically and morally prepared to resist, or physical oppression.

Question 3

- 06** 'The threat of economic collapse was the chief concern of those opposed to the Articles of Confederation.'
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**
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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 there was widespread uncertainty about the Articles of Confederation.

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

- taxation; the dependency on the states and the lack of means to raise money
- the internal barriers to trade, economic inefficiency and financial anarchy
- fears of a trade depression and bankruptcy
- fears that rights of property might be affected.

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

- the constitutional weaknesses of the Articles and the lack of strong central government
- fears of lawlessness and a lack of control of Indian attacks and beyond the frontier
- the concerns of the Federalists that government was weak and, therefore, vulnerable
- government under the articles did not meet nationalist aspirations and America might be seen as weak and ineffective in the eyes of other powers.

Good answers are likely to/may conclude that there was a mix of factors that led to the articles being criticised. Undoubtedly, this was borne out of the economic fears that, for example, gave rise to the Anapolis Convention and the weaknesses of central government, illustrated by the Shays rebellion.