



General Certificate of Education

AS History

Unit 2: HIS2S

Liberal Democracies: Power to the People?

Specimen Mark Scheme

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 first operational exams.

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

Copyright © 2007 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

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**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 A** differ from those in **Source B** in relation to how the thirteen colonies should be governed. (12 marks)

Target: AO2(a)

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

Indicative content

Answers should be aware of the similarities between the two sources. Source B desires a 'liberal' government and Source A refers to the Articles 'securing freedom'. Both also agree on the notion of Union, with Source A being the first use of the term 'The United States' and Source B arguing that there is a need for union of the states under one federal head. Source B also calls for the exercise of the powers granted to Congress under the Articles of Confederation (Source A).

However, Source A sets out that states retain their 'sovereignty, freedom and independence', which Source B argues may need to be sacrificed to avoid 'anarchy and confusion' and that states should accept federal rule for the greater good. The Articles were meant to stop short of a full union, which Washington believed was essential.

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

How important were the weaknesses of the Articles of Confederation as an influence on the terms of the US Constitution of 1787? (24 marks)

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

- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Evidence that the weakness of the Articles of Confederation were an influence on the terms of the US Constitution:

- Single state veto allowed by the Articles prevented plans to collect Federal Tax (e.g. Morris Plan of 1786); the Constitution gave Congress the power to raise taxes; Source A points out the 'freedom' of the individual states
- The lack of tax raising powers meant there was no federal army, with challenges to authority like Shay's Rebellion increasing concerns about a lack of obedience and too much freedom; the Constitution made the President the Commander in Chief of the Army and there was no guarantee of freedoms in the original Constitution

- The Single State Veto was removed in favour of 2/3rds majorities for major decisions; Congress now had the powers Washington argue for in Source B
- The lack of a unified currency and foreign policy was ended by the Constitution.
- The compromises that ensured a new, strong, centralised government would replace the weak Articles; 3/5ths compromise on slavery and the Great Compromise on representation

Evidence of other influences:

- The desire for democracy: the House of Representatives, the checks and balances, the election of the Head of State and the widespread franchise
- The desire for freedom: the preamble mentions the 'blessings of liberty', there were no religious tests for office and the Bill of Rights was added in 1791; Washington in Source B hopes for a 'liberal' government
- The desire to protect property: the indirect election of the Senate, the age restriction on the President, no reference to slavery, Source C and Beard's argument that the key influence was the desire to 'protect the fundamental rights of property'

Question 2

- (a) Explain why the House of Lords passed the Great Reform Act in 1832. (12 marks)

Target: AO1(a), AO1(b)

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

The House of Lords had an in-built Tory majority and was fundamentally opposed to reform. The Second Reform Bill was rejected by the House of Lords in October 1831 by a majority of 41. This led to rioting in Bristol, Nottingham and Derby. In December 1831 a Third Reform Bill was introduced into Parliament. In the spring Grey tried to persuade King William IV to create 50 new pro-reform Whig Peers so that the reform bill would be passed in the Lords. The King

refused. When in May 1832 the Government was defeated in the Lords on an amendment to the Bill, Grey resigned. Wellington was unable to form a ministry to introduce limited reform. Grey agreed to form a new ministry, but only after the King promised he would create 50 peers. The Lords then decided to avoid the potentially greater damage of being diluted by the new peers and passed the Bill.

- (b) 'Opposition to reform was motivated by the belief that the British system worked.'
Explain why you agree or disagree with this view. (24 marks)

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

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

- Britain flourished under the current system – trade, Empire, navy, victorious on the battlefield, highest standard of living in the world
- Britain had a limited monarchy since 1688 – no need to worry about royal tyranny
- Virtual representation – everyone represented anyway
- Britain did not have a written constitution, therefore the British system evolved with time
- As only the wealthy could afford to be MPs, they were not open to bribery and they had time to devote to serving their country
- Rotten & pocket boroughs enabled young men of ability to enter the Commons at a young age and serve a political apprenticeship

- Pocket boroughs enabled wealthy industrialists to gain representation – anyone with wealth could enter the system

However, there were other motives:

- Fear of extremism – political radicalism & radical methods memories of the French Revolution, the violence of the radicals
- Fear of further reform which would remove aristocratic dominance over tenants
- Fear of enfranchising stupid, ignorant, uneducated masses
- Vote was a privilege to be earned
- Fear of opening a door that would be difficult to close – further reform
- Aristocratic dominance and privilege would be lost – extension of franchise; loss of pocket and rotten boroughs
- Clash between land and industry, e.g. over Corn Laws
- The Commons would become the dominant House

Question 3

- (a) Explain why France became a Republic in 1792. (12 marks)

Target: AO1(a), AO1(b)

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

The Decree on the Fundamental Principles of Government, 1 October 1789, affirmed that France was a limited monarchy as, although the King had the power of veto, it was only a suspensive veto. The Civil Constitution of 3 September 1791 made clear that the King only reigned within the law and also established that Louis was now King of the French, rather than the King of France. This, and the attacks on the Church, led Louis to flee Paris to Varennes in the hope of being able to get aid from the Austrian Emperor. Many now saw him as a traitor. Louis was now suspended until he accepted the Constitution, but many Frenchmen now wanted

a republic. The declaration of war against Austria by the Girondin ministry in April 1792 made the position of the King and his wife untenable. Military defeats were blamed on the royal family who were rightly suspected of plotting with Austria. The publication of a manifesto attacking the National Guard and the legitimacy of the revolution led to sectional assemblies in Paris voting to end the monarchy, and on 10 August the Tuileries Palace was stormed and the monarchy was suspended. Following new elections the National Convention replaced the Assembly and the monarchy was abolished.

- (b) 'The reforms of the French Revolution introduced in the years 1789 to 1792 created a liberal democracy.'
Explain why you agree or disagree with this view. (24 marks)

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

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Created a democracy

- Considering the creation of a single-chamber elected legislature, with 61% of Frenchmen being able to vote, the most extensive representation in the world at the time
- Abolition of the Parlements and the monarchy in 1792

Created liberalism

- Toleration for Jews and Protestants
- Abolition of Feudal privileges in the 4th August Decrees
- Abolition of hereditary titles
- End to the absolute monarchy

Limits to democracy

- Indirect election and a limited franchise; by age, occupancy, occupation and level of tax paid. Membership of the National Assembly was restricted to those who paid the equivalent of fifty days' labour in taxes.
- The powers of the monarchy were also not extinguished, as the King kept a suspensory veto under the Fundamental Principles of Government

Limits to freedom

- Privileges were maintained in the short-term by the abolition of feudalism with compensation