

GCE 2004
June Series



Mark Scheme

History Alternative T Units 2, 5 and 6 (5041/6041)

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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CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

A: INTRODUCTION

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

Alternative T: Liberal Democracies, c1787-c1939**AS Unit 2: The Emergence of Democracies, 1787-1832****Question 1**

- (a) Use **Source A** and your own knowledge.

Explain briefly what is meant by “the right to vote should depend on a financial qualification” in the context of the changes brought about by the 1832 Reform Act.

(3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. the franchise was linked to ownership of property and/or land. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. ten-pound franchise in the boroughs, forty-shilling freeholders, ten pound copyholders, fifty pound renters – reasons for opposition to universal suffrage, e.g. refers to the fear of an ignorant electorate, to the change this brought – that previously there had been a range of different qualifications not all of which directly related to a financial qualification, or that this deliberately excluded most [working class] people, or that it was actually a property qualification. **2-3**

- (b) Use **Source B** and your own knowledge.

Explain how useful Earl Grey’s letter is as evidence of the Whig attitude toward reform.

(7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. it is a private letter/Grey is writing to the King to persuade him to support the bill/Grey’s attitude was reform in order to preserve. May make general comments about ‘bias’ or fail to link comments on content to the issue of utility. Paraphrase of the source is likely. **1-2**

L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance. Own knowledge may be implicit (i.e. evident in the contextual understanding). Grey is articulating the Whig reform strategy, but he also reveals his attitude towards those who deserve the vote ('middle-classes') and those who do not ('threaten the safety of the country'). However, Grey was a genuine supporter of reform and he is trying to persuade the King by his use of terms like 'radical', his reassurance in the final sentence, etc. **3-5**

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. after the rejection of the second reform bill, but before the third and the Whig pressure for the promise of fifty peers. **6-7**

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

"The 1832 Reform Act reformed in order to preserve." Explain why you agree or disagree with this statement. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based *either* on own knowledge *or* the sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the Sources – Source A gives Macauley’s view and clearly agrees with the statement, as does Source B where Grey stresses the need to reform to maintain security from radical change. Source C could also be used to agree with the statement, in that it contains ‘Finality Jack’ Russell’s view. However, Source C clearly also makes the point that Russell himself changed his mind and that the Act was actually the first step in the process of gradual change that would next lead to 1867. It is also possible to argue that the terms of the Act were so extreme at the time that Grey felt he had to persuade the King – certainly the contemporary view was that the act did much more than reform in order to preserve.

Answers that only use the sources would gain a maximum of Level 2. To move beyond and into Level 3 there must be both own knowledge and source use. Own knowledge is of the details of the 1832 Act. It should be used to offer further evidence in support of the statement. The middle-class was given the vote, but this amounted to only doubling the electorate – c.82% of men could not vote. Furthermore, the Lords continued to provide PMs, most of the post-reform cabinets, BLE were still 71% of MPs in 1841. There were no secret ballots, pocket boroughs continued to exist (Gladstone entered parliament as MP for Newark, the Duke of Newcastle’s pocket borough). As such, the British system had been preserved; the Chartist campaigns were clear proof that there had been no substantial change.

To achieve balance for Level 4, evidence should be presented against the statement – that is there was major change, not just limited reform in order to prevent revolution. Possible evidence includes: government responsiveness to the new electorate (repeal of the Corn Laws); the fact that further reform came, and rapidly, as the Tory case was lost by the concession of any reform once it was proved this did not destroy Britain; that 400 000 voters were added to the electorate; that these included many tenant farmers under the Chandos amendment; that in London many of the working class could vote; that the House of Lords was dealt a major blow and the primacy of the House of Commons was accepted, with little interference from the Lords until 1890s. All suggest that the act went way beyond limited reform to preserve aristocratic hegemony.

Judgement for Level 5 may be offered consider the difference between the contemporary views and the modern views of the 1832 Reform Act, or by arguing for short-term versus long-term significance. This judgement may only be in the form of an extended conclusion.

Question 2

- (a) Comment on “a more perfect union” in the context of the USA, 1787-1789. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge – very generalised e.g. closer binding of the states as a nation. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge e.g. replaced the Articles of Confederation with their emphasis on state rights with the constitution which gave more powers to federal government, e.g. taxation. **2-3**

- (b) Explain why there was a need to ensure domestic tranquillity in America in the period 1787-1789. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. threats to tranquillity from disputes between states/foreign threats. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. problems related to inflation and weak currency had led to challenges to state governments, Shay’s rebellion had broken out in Massachusetts, disputes between individual states, e.g. over navigation rights on the Pontiac River, over tariffs, over boundaries etc. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. may make a judgement that political problems required action, or that the economic problems had caused the domestic disturbances. **6-7**

- (c) Explain the importance of ideas, in relation to other factors, as an influence on the terms of the US Constitution. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Answers need to consider whether the US Constitution reflects ideas, (essentially liberalism and democracy), or whether it was motivated by practical concerns. Lower level answers may simply describe the terms of the constitution, or talk generally about ideas, without any direct reference to the terms of the constitution.

Answers at Level 3 should link to the terms of the constitution. *Liberalism* (no religious tests for office) and especially, *democracy*: House of Representatives elected by the people every two years, number of representatives is in direct relation to the size of each state's population, local state government remained, some separation of powers, e.g. the President could not be part of Congress, both Houses had to approve a bill for it to become law, no monarchy or elected positions. Alternatively they might reject ideas and focus on practical concerns, linked to specific terms.

At Level 4 answers should have balance – some assessment of both ideas and practical concerns. The practical concerns over the need to gain ratification by large and small states alike, the threats to stability in 1789 and the weakness of the Articles of Confederation could all be mentioned to argue against ideas, with reference to the 'Great Compromise' and the '3/5ths compromise' on slavery. Practical terms of the constitution include the lack of freedom evidenced by the need for the 1791 Bill of Rights to guarantee freedom, limits to state power, Congress' right to impose direct taxation on the states, the social background of the 55 delegates could also be addressed; and the lack of democracy – the property qualification to vote, gender, colour and age bars, Senators appointed by state legislators meaning indirect election at best, 2 senators per state, regardless of the state's size, President had to be over thirty five, American and own property and was chosen by indirect election, the executive had immense powers. Answers at Level 4+ should also discriminate between 'liberalism' and 'democracy' though there is no need to cover both ideas equally to achieve balance.

At Level 5 answers should consider both arguments before reaching a judgment – that the context meant that democracy had to be ensured, but liberalism was restricted by omission to prevent a re-occurrence of the problems the US faced under the Articles of Confederation.

Question 3

- (a) Comment on “veto” in the context of the reforms of the French Revolution, 1789-1792. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. the power of the King to prevent laws being passed. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. explicit understanding that the veto was suspensive as the King had the power to delay legislation for one year only. May point out that the King therefore had lost his absolute power, or that the reforms of the revolution were limited at this stage. **2-3**

- (b) Explain why Louis XVI remained on his throne until September 1792. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the King was not seen a threat to revolution. May paraphrase the source – his power was reduced by the introduction of the suspensive veto. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. initially the King appeared to be working with the Third Estate and was a friend of the revolution; the early reforms removed much of his power (e.g. *lettres de cachet*); the revolutionaries of 1789 wanted access to political power, not a republic; the actions of the King and Queen after 1789 were what led to his removal (Flight to Varennes, contact with Austria). **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. may link 1789 with changes by 1792. **6-7**

- (c) Was the need to solve practical problems the most important factor in explaining the reforms passed in France in the years 1789 to 1792? Explain your answer. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The question focuses on the motives for the reforms of the French Revolution, and requires consideration of the role of ideas (liberalism and democracy) as well as practical concerns.

Low level answers may simply describe the reforms without linking them to the question, or make general statements about the practical problems (need to preserve order as well as reforming).

At Level 3, answers may consider evidence that the reforms were motivated by *practical concerns* – protection of property was important to the middle and upper class revolutionaries and so feudalism was abolished with compensation, whilst political power was concentrated in the hands of those with property with indirect elections 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.

To reach Level 4+, balance needs to be provided by considering other motives for the reforms, essentially ideas of liberty and democracy. The clear influence of *liberal theory* (freedom was guaranteed by the abolition of privileges in terms of Feudalism, hereditary

titles, Parlements and the absolute monarchy, along with religious toleration); and *democratic theory* (the creation of a single chamber elected legislature with the widest franchise in the world) both suggest the reforms went beyond practical solutions.

For Level 5 judgment is also required, though this may take the form of an extended conclusion. The contemporary perception of the idealistic revolution may be contrasted with the 21st century view. Answers should also discriminate between ‘liberalism’ and ‘democracy’, though there is no need to cover both ideas equally to achieve balance.

Alternative T: Liberal Democracies, c1787-c1939**A2 Unit 5: The Development of Democracies****Question 1**

- (a) Study **Sources A** and **B** and use your own knowledge.

To what extent do these sources agree on the reasons for the growth in the role of the state in the period after 1867? (10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. 1-2
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. 3-5
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. 6-8
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. 9-10

Indicative content

Both sources argue that the government has to respond to public opinion and in the age of a mass electorate, policies must be passed in the interests of the masses – Source A argues ‘government was used to help the people rather than the wealthy elite’, whilst Lloyd George in Source B talks of the need to act in the interests of the ‘people’. Both also draw attention to the changing political context – in Source A to the transfer of power from the aristocracy to the masses (1867 and 1884 Reform Acts), whilst Source B has an eye on the threat to the Liberals of a ‘new party’, reference to the success of the Labour party in the 1906 election.

However, Chamberlain in Source A deals with the theory of ‘New Liberalism’ – ‘government is the organised expression of the wishes and wants of the people’, whilst Lloyd George in Source B is more concerned about tackling social problems, ‘sustenance for old age’, ‘poverty’. There is also the suspicion Lloyd George might be using desirable social reform as a tactic to spark confrontation with the Liberals political nemesis, ‘the House of Lords’.

Own knowledge could be used to expand on points made as suggested above, or to place arguments in context.

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

To what extent had the role of the state grown in the period 1867-1918?

(In your answer you should refer to **two** of the following: control of the economy; welfare provision; personal freedom.) (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

Answers should offer evidence that the role of the state had grown, balanced by evidence this growth was limited, for two of the three areas suggested. The sources can be used regardless of which two areas are assessed. Source A can be used for welfare provision with its reference to ‘help the people rather than the wealthy’, Source B can be used for welfare (OAPs), economy (land system and taxes), personal freedom (drink) and Source C can be used for finance (multiple references to taxation) and personal freedom (restrictions on profits).

Control of the economy – increased involvement meant increased taxation to fund state activities. 1894 Harcourt death duties, People’s Budget 1909.

Welfare provision – Liberal social reforms and their limitations.

Personal freedom – restricted by 1872 Licensing Act, 1883 raising the age of consent, 1891 homosexuality became illegal, war-time measures, e.g. drugs criminalised, DORA, passports, etc.

Good answers should compare state activity in different fields and consider extent – taxation was remarkably low at less than 5% (apart from during the Boer War) until the 1909 Budget and the war, there were significant limits to the Liberal reform (housing omitted, exemptions from insurance, contributory schemes, level of pension, etc.), the Licensing Act was repealed by Disraeli, the extreme limits of civil liberties occurred only in the war. They might also reach a conclusion that until 1905 the state's growth was very limited; after 1905 it was significant, if ad-hoc, during the war was it was stifling.

Questions 2-7 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources)

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Option A: France, 1848 – 1905

Question 2

“Personality was more important than social and economic circumstance in bringing about changes in regimes in France in the years 1848-1875.”

Assess the validity of this view. *(20 marks)*

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates should assess the reasons for the fall of Louis-Philippe, the collapse of the 2nd Republic and the creation of the 3rd Republic. Lower level answers may describe these events, whilst higher level answers will compare the relative importance of circumstance and personality and be able to draw comparisons between the events they discuss, or perhaps offer other factors that were more important as explanations of change.

Louis-Phillipe’s fall may be blamed on personal failings (personality defects – did not add to the image of Kingship, unsuccessful foreign policy, lack of progressive/any domestic policy in the face of economic and social change), which should be compared to the social and economic circumstances. Socially the culture of republicanism was strong, and seemed to offer the solution to the economic problems facing France in 1848 (e.g. poor harvests 1846 – 1847 and artisan unemployment in Paris).

The collapse of 2nd Republic will involve contrasting the role of Louis-Napoleon and his appeal (nephew and heir to Bonapartism, symbol of order, army support, church support, actions in the *coup d’etat* of 1851 – 1852), with the social circumstances (divisions between the radical Parisians and the conservative/monarchist Provinces, the division amongst republicans between ‘Reds’ and the moderates, between landowners and the working class

etc.) and economic circumstances (taxes on land-owning classes in favour of working class, failure of *'le droit de travail'*).

The creation of the Third Republic may contrast the failings of Napoleon III in battle with the strength of republican sentiment, intensified by the success of the government in the early payment of the German indemnity. Alternatively, the role of Thiers may be assessed as evidence of personality.

Question 3

How far do the social and economic achievements of the Third Republic explain its survival in the period 1871-1905? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should consider reasons for the survival of the Third Republic. Lower level answers may describe the events of the period with limited focus on how they relate to its survival. Higher level answers should make some reference to social and economic achievements, though they may conclude they were limited and that other factors were responsible for survival.

Social achievements may include use of material on the church and Dreyfus –removing education from the hands of the church, to the benefit of non-Catholics, Waldeck, Rousseau insisting Dreyfus should be retried and the pardoning of Dreyfus – though also reference to the limited social legislation, e.g. divorce laws. Economic achievements may include the limited economic legislation, e.g. 1892 Labour Law cutting women's working hours, Millerand's labour laws (social insurance, minimum wages, 8 hour day for postal workers, maximum working hours set in 1900 and 1904), increase in industrial wages and in agricultural yields etc.

Others factors might include the political strengths (stable government with the consistency of membership of the government and continuity within the civil service), and the weaknesses of the opponents of the regime (revolutionary left destroyed by the extermination of the Commune, divisions amongst Monarchists, socialists and Catholics saw each other as the main threat and only focused on the Republic when it was pandering to the other group, 'right' – especially Army and the church damaged by the Dreyfus affair, Boulanger's indecisiveness).

Question 4

“France was a liberal democracy by 1905.”

Assess the validity of this judgement with reference to the period 1871-1905.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

Candidates are asked to assess the extent of liberalism and democracy in France in the period. Although answers should focus on the position in 1905, higher level answers may offer judgement by arguing for a greater democracy at particular points, or by arguing that France was relatively democratic, if not absolutely.

Democracy should include discussion of the system 1871-75 (effective republic, bicameral), constitution of 1875 (Wallon Amendment, limits to Presidential powers), and the effective bottom-up system that developed with government by the Deputies and Senators with Ministers merely administrators. Accountability of Ministers also suggests high levels of democracy. The popularism of Boulanger may be argued to be the ultimate expression of democracy, whilst his refusal to seize power and establish military rule suggests a vibrant democratic culture.

However, given it became custom to allow all Chambers of Deputies to serve their full four years, there was no sense of accountability of representatives when they schemed to remove Ministers.

Liberalism should include reference to release of the Communards, freedom of the press, defence of Dreyfus and Waldeck – Rousseau’s government of national defence, and economic liberalism – limited taxation and restrictions on business until Millerand. However this was balanced by the crushing of the Paris Commune, restrictions on the rights of the clergy, the initial treatment of Dreyfus, economic intervention (tariffs, social insurance, minimum wages, 8 hour day etc).

Option B: The United States, 1840-1890**Question 5**

How far was the outbreak of the US Civil War in 1861 due to the failure of Federal governments to protect individual state rights in the period 1840-1861? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should consider the causes of the civil war, looking at the role of Federal government, linked to the issue of state rights. Clearly the main issue for individual states in the south was slavery. However, the significance of slavery could be contrasted with other factors responsible for the outbreak of war, including the role of Lincoln, economic differences between North and South and the North's view that secession meant anarchy, along with their decision to defend federal property. There will probably be reference to a wide range of information relevant to the question (Dred-Scott Case, Missouri Compromise, Calhoun doctrine, 1850 compromise, the Kansas-Nebraska Bill, John Brown's attack on Harper's Ferry in 1859 etc.), but the key discriminator will be the deployment of the material around the issue of state freedom in the face of Federal power.

Question 6

To what extent did Federal governments succeed in improving the political and economic position of Black Americans in the period 1840-1890? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should consider the successes and failures of Federal government policy in improving the political and economic position of Black Americans over the period.

Low level answers might be limited to narratives of the period, perhaps focusing on the reconstruction period or they will consider improvements but lack weight and balance by failing to consider both political and economic positions. In higher level answers there will be assessment of Federal action. Politically, the 13th, 14th and 15th Amendments passed by Congress, Southern States being forced to adopt new constitutions, the successful election of Negroes to federal and state positions, sponsored by the Federal government. Economically, Federal laws ensured black Americans had the right to hold property and to be paid a wage.

However, despite the best efforts of Federal government, political advances ended after 1877, as Black Americans lost their seats and increasingly Federal government failed to protect their theoretical rights – KKK, 1874 democratic majority in House of Representatives and the Democrats resurgence – reduced federal and state protection, poll tax and the ‘grandfather clause’, exclusion from votes in Democratic primaries, literacy tests in 1880’s. Economically, southern states imposed laws requiring Negroes to hire themselves out by the year with no right to leave employment, or to strike, significance of the poll tax in revealing continued poverty.

Higher level answers may conclude that the key to improved political and economic conditions was not the actions of Federal government, rather it was a by-product of the civil war/the inevitable consequence of the reinterpretation of the Constitution in the post war world/the result of the actions of individuals etc. They should also explicitly show awareness of changes over the fifty-year period.

Question 7

How far was the westward expansion of the United States in the period 1840-1890 the result of social and economic pressures? *(20 marks)*

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Answers should assess the relative importance of social and economic reasons for western expansion. Lower level answers may describe the westwards expansion, or offer only a limited explanation. For higher level answers there should be some assessment of economic pressures (practical reasons include the discovery of gold at Sacramento in 1848, Nevada 1859, Black hills of South Dakota, 1876; cattle raising; railways; but there is also the American belief in economic freedom, which meant there were no Federal restraints on expansion) and social reasons (e.g. Mormons' desire for religious freedom led to their trek into Utah, belief in individual freedom and Manifest Destiny that encouraged the pioneering spirit).

Higher level answers may offer evidence that other factors were more important, for example technological (e.g. barbed wire and windmills) or political reasons (the impetus given by Federal government with the 1862 Homestead Act, combined with the lack of state control that freed Americans to seek their fortunes). Alternatively, they might explore the inter-relation of the factors – the principle of government non-intervention meant there were fortunes to be had in gold rush areas, or cattle-rearing territories.

Alternative T: Liberal Democracies, c1787-c1939**A2 Unit 6: Great Britain and Appeasement in the 1930s****Question 1**

- (a) Use **Source A** and your own knowledge.

How valid is the interpretation offered by **Source A** of Neville Chamberlain's motives in 1938? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

Kennedy's argument focuses on the personal and party political advantages of appeasement to Chamberlain. A successful policy would strengthen the position of Chamberlain who had seen his foreign secretary Eden resign over appeasement of Italy to join a growing group of back bench MPs who were critical of government policy and the PM. The need to win public favour, given the likelihood of an election in 1940, can be supported by reference to 'pacifist' public opinion. Chamberlain's desire to save the country from socialism and the working man could also be supported by his contempt for the Labour Party.

However Kennedy makes no reference to the genuine commitment of Chamberlain to peace, motivated by his personal loss in the First World War and his distaste for warfare generally, in which he felt there were no winners, only losers. It also ignores the advice of the Foreign Office and the military that convinced Chamberlain Britain would fight Germany alone and without the necessary tools.

Good answers might start to assess which of Kennedy's arguments were most valid at Level 3. At Level 4 sustained judgement might include pointing out that as far as domestic politics were concerned, Kennedy's view is valid, though its narrow context makes it limited.

(b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence of British public opinion about the issue of Czechoslovakia? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

The cartoon was produced after the Munich agreement and may be seen as critical of the decision to abandon Czechoslovakia, given Low presents the country as the keystone of Britain's security. Understanding of the message is a low level skill (Level 1); the key is the evaluation of the utility of the source for the purpose, which is as evidence of public opinion.

Answers that evaluate the source in terms of strengths or limitations would reach Level 2. The cartoon is useful in that it reflects the view of those who were critical of Munich, from Churchill and Eden, to the thousands who met in Trafalgar Square and protested against the agreement. However, the source is more critical than the majority of the British public – those who greeted Chamberlain on his return with 'peace in our time' had their views reflected by the result of the Oxford by-election. The British dislike of international obligations had been a central plank of government policy for centuries and, as such, had become part of the British psyche.

Answers that offer reasoned evaluations of strengths **and** limitations would reach Level 3. Furthermore, the idea of complacency was incompatible with Chamberlain's speech commenting on public preparations for war over 'a foreign land'. Perhaps the British public were less complacent than Low believed – after all the 2500 British volunteers who joined the international brigades in Spain showed collectivist tendencies, the Labour Party was increasingly pressing for re-armament and action against Fascist aggression, and even members of the Conservative Party were in favour of involvement in European affairs.

Judgement for Level 4 might be demonstrated in a range of ways. How far do cartoonists seek to influence and shape opinion, rather than react and reflect it? Does the cartoon seek to support the editorial policy of the newspaper? Judgement may be reached by consideration of the relative importance of purpose, message and audience.

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

“British governments in the years 1933 to 1938 adopted a policy of appeasement towards the European dictators because of pressure from the British public.”

How valid is this view? (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

The question requires consideration of the range of motives for appeasement. Answers should be able to offer indicators of ‘pacifist’ or pro-appeasement public opinion from Sources B and C and from own knowledge (East Fulham by-election, Oxford Union Debate, Peace Ballot, literature), linked to government policy 1933-1938 (Anglo-German NA, ‘Own backyard’, Munich for Germany; limited sanctions and Nyon Conference for Italy, etc).

Against this, however, it might be argued that opinion was not pacifist, from Source C and own knowledge (reaction to the Hoare-Laval Pact, East Fulham fought on domestic issues etc), rather it was against a repeat of 1914 – a just cause would receive backing from the people. An analysis of public opinion linked to government policy would reach Level 2.

To achieve balance at Level 3 there needs to be some appreciation that there were other factors that were also responsible for the government's actions – Neville Chamberlain's personal views (Source A and *Finney*), party political concerns (Source A and *Smart*), the economic problems (lack of skilled labour force, housing – *Kennedy*), the diplomatic picture (three threats, lack of reliable allies, position of the Dominions – *Kennedy*, *Pearce* and *Stewart*) and the state of re-armament/lack of credible defences (*Ranson*).

Good answers at Level 4 and Level 5 should offer explicit judgement as to which factor(s) was most important. They may argue government shaped public opinion (*Kennedy*), rather than reacting to it – links with the press and Baldwin's huge majority after 1935, though such a view is not the only way to reach Levels 4/5. Nor should it be assumed an answer that makes this point reaches Levels 4/5 – appropriate weight and balance would also be necessary.