



**General Certificate of Education
January 2012**

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 students' 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 students' 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 students' 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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2012

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2S: Liberal Democracies: Power to the People?

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the government of the American states under the Articles of Confederation. (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 students 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.

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

- Source B suggests that a strong central government is in the best interests of Americans. Source A, on the other hand, suggests there was overwhelming support in America for power to remain with the states and at local level
- while Source A claims national government was less important with the demands of war gone, Source B claims that it is after the war when strong government is needed most
- Source A implies that states will prosper without central interference that would limit democratic government. Source B argues that jealousies between the states would be a

threat to good government, because a strong central government is needed for security and unity.

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

- Source A reflects the perceived success of the revolution within the states where progress had been made towards democracy and that a number of states were happy with this and prepared to defend the rights of states
- Source B reflects the growing national feeling in America and the strong body of opinion that supported such a federalist stance. George Washington was in the vanguard of this movement and so the provenance of the source might be questioned
- the role of the 'Articles' during the war might be developed in support of Source A in that the Articles had fulfilled their purpose and also for Source B in that the Articles pointed during the war to the potential of strong central government.

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

- Source A accepts that the Articles had led a successful war effort, acknowledging in part the potential of federal government supporting in this respect Source B's demand for stronger government
- Source B supports the view of Source A in that the states have been able to secure peace and independence
- both sources accept the weaknesses of the Articles.

In making a judgement about the degree of difference, students may conclude that the sources reflect the fact that a dual system operated in America; the revolution in the states won much support at a local level, but the limitations of the articles and excessive power in the hands of the states frustrated many.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How important was the desire for stronger central government as a reason for the calling of the Philadelphia Convention in May 1787? (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 students 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.**

Students 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.

Students should use the sources as evidence in their answer.

From students' own knowledge:

Factors suggesting that the desire for stronger government was important might include:

- the Articles of Confederation themselves were weak: little more than a firm league of friendship
- the Articles of Confederation had limited powers to regulate trade and an inability to raise taxes
- a stronger constitution was demanded, that included a voice for public opinion and a strong executive
- it was too easy for the states to veto proposed laws, given the voting system
- considerable significance might be attached to Shays' uprising
- the Articles did not match America's ambitions for itself and weakened her in the eyes of other nations. There was a growing sense of national feeling that ought to be reflected by a strong central government
- security, both from within and externally, would be impossible without a strong government.

Factors suggesting the desire for stronger central government was not important might include:

- States were happy with developments at state level; state constitutions made progress toward democracy and included ideas such as popular sovereignty, bills of rights and free elections
- in the states such as Maryland and New York much had been achieved in securing, through the constitutional arrangements and had balanced the rights of property with democracy
- criticisms were borne chiefly out of nationalist hysteria and problems were merely teething troubles
- the motivation for many was the possibility of resolving problems of an economic nature such as currency and trade, as was hoped for at Annapolis
- the anti-federalists, as they were to be called, were concerned with local interests.

Relevant material from the sources would include:

- Source A supports the view that strong state government is preferred to strong central government with the whole idea of central government unpopular and regarded with suspicion. Yet earlier successes might be acknowledged.
- Source B supports the idea of a strong central government. Washington's fears of ridicule, collapse and a nation racked by squabbling are expressed. Strong government is needed to unify and stabilise the country
- Source C shows concern over internal disorder and economic difficulties supports the argument for a strong central government.

Good answers are likely to conclude that a range of factors made the case for stronger government. States were hesitant but there was a growing sense of national feeling and a powerful federalist mentality wanted to see America reach its potential.

Question 2

- 03** Explain why there was criticism of the parliamentary system in Britain in the years 1830 to 1832. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students 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 it was the nature of the parliamentary system itself that was so widely criticised; it was both outdated and archaic and was in need of reform. It was also hugely symbolic of the frustration that confronted the British people and both middle and working class found the electoral arrangements unsatisfactory.

Students might include some of the following factors:

- an unequal franchise and too many exclusions; too much rested on property, with a vast number of variations
- the distribution of seats was imbalanced with well-populated areas unrepresented and areas of Great Britain effectively excluded
- coupled with this was the nature of constituencies and the presence of rotten boroughs that gave unfair political advantage based on archaic privilege and circumstance
- corrupt and unfair practices were rife and further restricted proper access to political participation

- reference might be made to the powers enjoyed within Parliament by bodies such as the House of Lords.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, all of these factors combined to exclude thousands from the electorate and all were archaic favouring the land and property. The vote was seen as the means of peaceful political breakthrough. However, in the atmosphere of nineteenth century Britain, the dominance of property made the parliamentary system a target to be reformed.

Question 2

- 04** 'It was events outside Parliament that were the main reason for the passing of the Great Reform Act in 1832.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students 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.

Students should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agrees that it was events outside Parliament might include:

- the unrest caused by economic hardship, linked as it was to politics, and prompting discussion of hunger politics
- unrest engendered by various radical groups: the press, the platform
- the emergence of a middle class and working class pressure groups such as Attwood's BPU
- the significance of events abroad such as those in France in 1830.

Evidence which suggest it was due to the situation in Parliament might include:

- the changes within the Tory party following the crisis and splits due to the issue of Catholic Emancipation
- the leadership and philosophy adopted by Grey and the Whigs with a strategy based on reforming in order to preserve
- fears within Parliament of revolution, threats to the status quo and the influence of Burke.

Good answers may conclude that reform was the result of both economic and political pressures outside parliament and party rivalry and opportunism at a time of hardening party lines with the demands of the middle classes, given their economic influence, particularly significant.

Question 3

05 Explain why Louis XVI summoned the Estates-General of May 1789. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students 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 Louis XVI, in a situation of increasing desperation and under intense pressure from the nobles and bourgeoisie, responded as he did to both the political and economic pressures, 1788–1789.

Students might include some of the following factors:

- the failure to resolve bankruptcy and to effect financial reform
- the May Edicts had failed, the response forced the king to back down after arresting leading members of the parlements
- there was political unrest and tension at all levels, including a pamphlet war, tensions among the estates
- anti-government rioting and unrest both in the urban centres and in the countryside, sufficient for the cahiers to be sent out
- the poor harvests and financial hardship added to the revolutionary atmosphere with high unemployment, strikes and bread riots.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might focus on the relationship between long-term difficulties that came to a head in 1789, or argue that it was the failure and the response to attempts at reform from the different estates that brought matters to a head, making the king's position somewhat untenable.

Question 3

- 06** 'By the end of 1791 France had become a liberal-democratic state.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students 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.

Students should be able to make a judgement by balancing points which agree with the view that France had become a liberal-democratic state against those which do not.

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

- the reforms of 1789 including the decrees of August 4th and the Declaration of the Rights of Man indicate France was beginning to dismantle the Ancien Regime with the end of privilege and hereditary titles
- in the early assemblies, the franchise was extended to 61% of Frenchmen
- the reorganisation of local government from December 1789 and further changes to the judiciary and the church
- changes in the status of the Monarchy and Parlements with the end of absolute monarchy
- religious toleration for Jews and Protestants
- the constitution of 1791, the position of the king and the absence of hereditary privilege
- secularisation of the clergy.

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

- the retention of some monarchical powers during this period. The King had kept a suspensory veto under the principles of government
- membership of the assembly was restricted to those who paid a certain level of taxation
- the nature of the franchise; it was uneven and limited; age, occupation and tax paid limited the franchise
- in 1791 the Chapelier law abolished the right to strike.

Good answers are likely to/may conclude that France in many ways had been transformed and there many significant steps toward a liberal-democratic state, but this remained in an embryonic state and was not fully realised.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion