



**General Certificate of Education  
January 2013**

**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](http://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)**

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**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 2013

**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 flight to Varennes in June 1791. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	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.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b>	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.	<b>10-12</b>

**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 A is a justification of the king's actions, whereas Source B is fully condemnatory, rejecting this view and Louis' right to further rule France
- Source A argues that Louis was acting in the interests of the French as the king should and should be allowed to, whereas Source B takes the view that the flight was plainly and simply an act of betrayal
- Source A denies intent with foreign powers whereas Source B takes the view that Louis' actions have pushed France closer to war.

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

- the flight to Varennes takes place at a time when Louis is beginning to abandon his attempts to work within the constitution and it was a decisive moment
- the provenance of each source might be commented upon; the radical, republican stance of the newspaper is contrasted with the royalist view
- Louis had misread the revolution as shown by the declaration he had left in the Tuileries
- the development of political clubs was producing more radical thinkers who influenced public opinion.

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

- both acknowledge the hatred felt toward Louis
- both acknowledge the perception of the king's role as father of his people.

In making a judgement about the degree of difference, students may conclude that Source B represents the extreme radical line as opposed to the view put forward by L'Ami du Roi. The polarisation of attitude in France is clear to see.

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

How far was Louis XVI responsible for the fall of the monarchy in 1792? (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.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** this is a justification of the king's position and observes that the king is acting in the best interest of the French by upholding the monarchy, though this is going against the popular mood
- **Source B:** the actions of Louis have damaged the royal family in the eyes of radicals
- **Source C:** the flight did cause shock waves, but note is also made of the prospect of war, republicanism and Louis' character.

From students' own knowledge:

Factors suggesting the king's actions were responsible might include:

- Varennes and the role of Marie Antoinette and von Ferson
- his attitude to the reforms and his disenchantment with the Assembly
- his attitude to the Constitution
- his preparedness to call on foreign assistance.

Factors suggesting otherwise might include:

- the rise of republicanism and extremism such as the clubs and *sans-culottes*
- counter revolutionary activity
- the Champs de Mars
- changes within the Legislative assembly
- the Brunswick Manifesto, War and early defeats
- economic hardship.

Good answers may conclude that the flight to Varennes greatly exacerbated a very dangerous situation and was symbolic of the king's weakness. At the same time, the king had failed to reconcile significantly with the work of the Assembly and was adversely affected by factors outside his control.



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**Question 2****03** Explain why Americans criticised the Articles of Confederation. (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 Americans were concerned about the effectiveness of government:

- the limitations of congressional powers with regard to tax and trade
- the failure to deal fully with the difficulties posed by Indian wars and the frontier
- the concern that the image of America from abroad would be seen to be weak and damaged
- the failure to curb economic concerns and the threat of bankruptcy
- the constitutional limitations within the articles
- Shays' Rebellion raised fears among the American people and symbolised difficulties caused by a lack of strong central government.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might that, coupled with practical difficulties, the ideals of the revolution had not been fully realised.

## Question 2

- 04** 'It was democratic ideas that most influenced the framing of the constitution in the United States in the years 1787 to 1789.'  
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 might include:

- the resolution of the Great Compromise
- the separation of powers and the system of checks and balances
- embedding within the constitution of popular sovereignty and elections
- the Bill of Rights of 1789
- federalism
- the Founding Fathers as men of reason and men of the Enlightenment.

Evidence which disagree(s) might include:

- attempts were made to ensure the dominance of hierarchy and property such as the composition of the Senate
- self-interest was the prime motive of the Founding Fathers
- compromises between East and West, North and South, protected the interests of property
- arrangements for the election of the executive.

Good answers are likely to conclude that the constitution proved to be a middle way, reconciling elements of democracy with the interests of the elite, but the Founding Fathers were pragmatists and understood the benefits of stronger central government.

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**Question 3**

- 05** Explain why the House of Lords opposed the reform of Parliament in the years 1831 to 1832. (12 marks)

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

**Levels Mark Scheme**

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

**Indicative content**

**Note: This content is not prescriptive and 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 the House of Lords opposed reform in 1831 to 1832.

Students might include some of the following factors:

- fear of revolution
- preparedness to defend the existing structure of government and the evolutionary nature of the constitution
- the economic interests of the landed classes
- the composition of parliament provided for virtual representation.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue a conservative backlash against a fear of radicalism and mob rule.

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**Question 3**

- 06** 'The leadership of Earl Grey was the most important reason for the passing of the reform bill in the years 1831 to 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**
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**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 Grey was a significant player in the drive towards reform but party politics and situational factors were also important.

Points/factors/evidence which agree might include:

- Grey was a reformer and a campaigner, but he was also conservative. Grey's motivation was to stabilise the constitution
- under Grey, the Whigs launched a damage limitation campaign to offset a broader fear of revolution
- Grey, supported by leading Whigs, sought to stabilise the constitution and maintain the rights of property by passing a limited range of reforms such as the franchise and the distribution of seats
- Grey's strategy was to target the middle class only
- the Whigs led by Grey did not want to see aristocratic power threatened and were determined to reform in such a manner as to maintain this
- Grey pushed for reform at a time of economic uncertainty and for him timing was vital given the failure to achieve reform since 1792.

Points/factors/evidence which disagree might include:

- the weakening of the Tory party after Catholic Emancipation and subsequent division within it, which led to defections to the Whigs. Thus, the nature of the Whig party in 1831 that included 'Tories', aristocrats and men of personal wealth was significant
- extra-parliamentary agitation abroad and in England from radicals, middle class and working class organisation. Grey was mindful of the possibility of revolution
- a backdrop of economic difficulties.

Good answers are likely to/may conclude that many factors were significant but Grey was in the right place at the right time to spearhead reform.