



**General Certificate of Education
June 2011**

AS History 1041

HIS2S

Unit 2S

Liberal Democracies:

Power to the People?

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

Copyright © 2011 AQA and its licensors. All rights reserved.

COPYRIGHT

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

Set and published by the Assessment and Qualifications Alliance.

Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2011

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

HIS2S: Liberal Democracies: Power to the People?

Question 1

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

Explain how far the views in **Source B** differ from those in **Source A** in relation to the Philadelphia Convention in 1787. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	10-12

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

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

- **Source A** expresses concern that certain economic interests will be threatened. On the other hand, **Source B** is concerned with unity and national prestige
- **Source A** suggests that self-interest lay at the heart of the delegates. **Source B**, on the other hand, expresses the need for a strong nation.

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

- knowledge of Beard's conspiracy theory and responses to it would further explain **Source A** that the Founding fathers conspired to secure their own interests.
- the different aspirations and concerns such as critics of the Articles of Confederation, nationalists and supporters of states' rights
- practical issues such as Shays rebellion.

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

- both sources accept the colonists were in some part influenced by principles
- both were concerned with the public good
- both accept that the motives of the delegates were a mix of the practical and principle.

In making a judgement about the degree of difference, candidates may conclude that the differences are born out of the different attitudes, with some stressing self-interest and others practicalities mixed with principles.

Question 1**02** Use **Sources A, B and C** and your own knowledge.How important were liberal democratic ideas in the framing of the American Constitution of 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 candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors supporting the focus might include the influence in the constitution of:

- enlightenment ideas such as the separation of powers
- Federalism
- limited government
- popular sovereignty
- Nationalism was also a strong motive.

Factors suggesting that the constitution stifled democracy might include:

- internal difficulties
- weaknesses of the Articles of Confederation
- the dominance of the elites and the use of the compromises to maintain the dominance of property
- the absence of a bill of rights and voting controls
- the constitution became a middle way between hierarchy and democracy
- the drive for stronger central government disadvantaged the states.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** suggests that doctrine and self interest lay at the heart of the process and that the constitution reconciled the two elements
- **Source B:** points to the idea of nationalism and to the idea of stronger government, but also to the need to maintain the interests of the elite
- **Source C:** political ideas are to the fore; elected government and the separation of powers, but notes, too, the restrictions to democracy

Question 2**03** Explain why the Civil Constitution of the Clergy was passed in France in 1790.*(12 marks)**Target: AO1(a), AO1(b)***Levels Mark Scheme**

Nothing written worthy of credit.

0

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

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

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

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

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why this hugely significant piece of legislation was passed in 1790.

Candidates might include some of the following factors:

- it was the continuation of reforms of the Church that had begun in 1789 aimed at limiting the secular power of the Church
- in line with revolutionary principle it aimed to free the Church from corruption and corrupt practices.
- it aimed to bring the Church in line with new changes in local government by extending democracy to the Church
- financially, the act would divert money from the Church and also end financial abuses.

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

- the practice since 1789 of abolishing privilege
- it was part of the democratic agenda of the national assembly.

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

- in 1790 the Assembly wanted to bring the Church in line with other democratic institutions further dismantling ties with the ancient regime
- the reduction of the number of clergy would lead to it being less influential and it would hasten the process of secularisation.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might argue that the act was born out of the political ideology of the revolutionaries and to reduce the influence of the Church, but might stress the financial benefits of stability.

Question 2

- 04** 'The French monarchy was abolished in 1792 due to the rise of radicalism.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels Mark Scheme

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

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

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

Evidence which agree might include:

- the decisive role played by influential political groups in Paris such as the Jacobins and Cordelier Clubs, all of whom distrusted the monarchy and sought to establish greater representation of the people
- the role of the National Convention
- the radical and republican attitudes of these groups in a climate of political uncertainty and tension
- the increasing extremism and politicisation of the working class, typified by the *sans-culottes*, Champs de Mars and the September Massacres and coupled with the rising tide of republicanism
- war heightened extremism and the attack on the Tuileries epitomised the crowd's growing dissatisfaction.

Evidence which disagree(s) might include:

- Louis XVIII refusal to accept change and his failure and unwillingness to agree to constitutional reform and his obstructionist attitude toward it
- the significance of the flight to Varennes
- the impact of counter revolution and defeats at war
- the monarchy had become increasingly obsolete since 1789.

Good answers are likely to/may conclude that Louis' removal from power was a combination of factors, some self-inflicted, but others inescapable as radicalism changed the agenda and course of the revolution.

Question 3

- 05** Explain why there was opposition to parliamentary reform in Britain 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 candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why there was resistance to reform in 1831–1832.

Candidates might include some of the following factors:

- Parties like the Whigs reacted against the ideas of the French revolution
- many saw little wrong with the present system; it had been shown to work and it protected liberty and property, provided stability and maintained the position of the ruling class
- there was a determination to maintain the status quo and the rights of aristocracy and land
- Burke was a key influence bringing to the fore fears of extremism, radicalism and violence
- extra-parliamentary activity heightened fears of revolution
- the landed classes had been able to exploit the pre-reformed system.

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

- Britain had flourished under the existing system
- there was the view that change should be organic and not be driven by factors such as working class radicalism.

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

- revolutionary fervour and ideas at home and abroad
- fears of radicalism.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might argue that reform would open the door to wider change and democracy and power in the hands of the working class would destroy the ruling class, a possibility brought home by the turbulence post-war years.

Question 3

- 06** 'The 1832 Reform Act had limited effect.'
Explain why you agree or disagree with this view.

(24 marks)

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

Levels Mark Scheme

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

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Points/factors/evidence which agree might include:

- the act was manipulated by the Whigs to frustrate democracy
- Radicals felt the terms of the act did not go far enough with the working class excluded
- many of the problems persisted and many aspects of the old system survived
- the act favoured the middle class by effectively extending the definition of property.

Points/factors/evidence which disagree might include:

- there was a significant distribution of seats
- the terms of the act were significant with the electorate doubled
- the act was a major milestone in the evolution of democracy
- the act recognised the growing influence of the middle classes
- key changes were made to Scotland and constituencies
- other significant developments result in terms of party politics, electioneering and organisation.

Good answers may conclude that the act did breach conservatism and advance democracy in some respects, but, overall, it was the Whig strategy that prevailed and as such, progress was definite but limited.

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