

AS-LEVEL

History

Unit HIS2S: Liberal Democracies: Power to the People?

Mark scheme

1041

June 2015

Version v1: Final Mark Scheme

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

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 from aqa.org.uk

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

June 2015

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 Reform Act of 1832. **[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 A says that the Reform Act is intended to be only of benefit to the Whigs and has been drawn up with narrow selfish purposes in mind whereas Source B says that it is of benefit to the people as a whole and implies that it has been drawn up with this aim in mind
- Source A says that this reform is intended to keep the situation as static as possible with minimal change where as Source B says that the reform is a major change

- Source A says that this reform is intended to keep ‘the people down’ whereas Source B says that it will release the people’s ‘energies’ and ‘stimulate’ them.

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

- the radical stance of the Poor Man’s Guardian that was typical of working-class sentiment at the time and was at the heart of the working class protest. It opposed the 1832 Reform Bill continuously
- the Leeds Mercury reflected middle class sentiment and therefore supported the Bill. It was edited by Edward Baines, a businessman who had always supported parliamentary reform.

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

- both acknowledge the system as old and needing to be changed
- both refer to the fact that more reform can now take place
- both also refer to the addition of the middle classes to the political life of the nation – Source A explicitly (‘middle classes’ and ‘traders’) and Source B implicitly with reference to ‘prompting the prosperity’ of the nation.

In making a judgement about the degree of difference, students may conclude that the two sources are fundamentally different in their reaction to the Reform Bill.

Question 1

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

How important was the Reform Act of 1832 in changing the British political system?

[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.

Relevant material from the sources would include:

- **Source A:** middle classes would have more influence – though not ordinary people and no radical changes. It also mentions the Tory fear of future demands for more reforms.
- **Source B:** more reform now possible.
- **Source C:** the creation of two organised parties, it allowed Britain's political system to evolve in an ordered way. The reformed House was more oppressive.

From students' own knowledge:

Factors suggesting that the Reform Act was important in changing the political system might include:

- the number of people who could vote nearly doubled – mainly small property owners
- more contested elections
- political parties became more organised and active as voters now had to be registered
- the act was a major step, the first, in a broader, evolutionary process.

Factors suggesting that the Reform Act was not important for changing the political system might include:

- five out of six adult males were still without vote
- no secret ballot – so still corruption. Violence and intimidation still continued
- many small towns still retained their seats – industrial areas and London along with the counties still under-represented
- the interests of property remained: managed boroughs and the Chandos amendment in the counties.

Good answers are likely to/may conclude that although the status quo was largely maintained with the dominance of property for the moment, in the wider picture, reform was in many respects radical and the Act's importance lay in opening the door to further, gradual reform.

Question 2

- 03** Explain why a convention of all the American states was called to meet in Philadelphia in May 1787. **[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 a convention of all of the American states was called to meet in Philadelphia in May 1787.

Students might include some of the following factors:

- there was a need to deal with the problems with the Articles of Convention – weak federal government
- many had a vision of a democracy – men such as Hamilton, Washington and Madison wanted a united republic that would command the world's respect
- there was a desire to bring about political change that maintained the interests of property and keep power in the hands of the wealthy and educated
- there was a growing sense of national feeling and identity.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the desire for a stronger government was important but this was underpinned by growing nationalism.

Question 2

- 04** 'Liberal-democratic ideas were the main influence on the American Constitution.'
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:

- influence of enlightenment ideas such as the separation of powers and system of checks and balances
- the establishment of limited government
- the embedding the constitution with concepts of popular sovereignty and elections
- the Bill of Rights of 1789
- the fact that many of the writers of the constitution were influenced by Enlightenment ideas.

Factors suggesting that the constitution stifled liberal-democratic ideas might include:

- the dominance of the elites and the use of the compromises to maintain the dominance of property
- the attempts to ensure the dominance of hierarchy and property such as the composition of the Senate
- the self-interest that was a key motive of the Founding Fathers
- the drive for stronger central government which disadvantaged the states
- the arrangements for the election of the executive.

Good answers may 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.

Question 3

05 Explain why enlightenment ideas were a threat to the Ancien Regime in France. **[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 enlightenment ideas were a threat to the Ancien Regime.

Students might include some of the following:

- the belief in reason – that men could control their own destiny and thus not be subject to the Estates system of the Ancien Regime
- the attack on the inequalities of the Ancien Regime, e.g. the tax system
- the attack of the power of the Church and the concept of divine right which underpinned the King's position
- the belief in a social contract, with obligations on both sides
- Rousseau's support for democracy – and the questioning of traditional monarchical practices
- the spread of ideas through the Parisian salons and among soldiers in the American War.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might stress that all of the ideas of the philosophes interlinked in that, while they did not for the most part want to end the monarchy or even (with the exception of Voltaire) the Catholic Church, they all supported a system in which individuals had greater control over their own futures.

Question 3

06 'It was the actions of the Parisian crowd which produced the revolutionary changes of 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**

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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 it was the Parisians who played the key role in the events of 1789.

Points/factors/evidence which agree might include:

- the popular demonstrations in Paris prior to, and at the time of, the assembling of the Estates-General, e.g. the Revéillon Riots which helped increase tensions
- the storming of the Bastille which forced the recall of Necker, the King's agreement to the new constitution, the removal troops from Paris and thus allowed the National Assembly to continue
- the establishment of the National Guard and the commune
- the events in Paris inspired the activities of the peasants in the countryside in the great Fear and so contributed to the collapse of feudalism in 1789
- the march to Versailles in October which forced the King and Assembly to return to Paris.

Points/factors/evidence which disagree might include:

- the key role of the bourgeoisie in starting the revolution with the Tennis Court Oath and in ending Feudalism with the August decrees
- the peasants in the countryside who forced the revolutionary move of the August Decrees
- the actions of Louis XVI, e.g. putting troops around Paris and dismissing Necker, which drove the revolution forward
- the influence of the philosophes.

Good answers are likely to/may conclude that while the Parisian crowds had some impact on the radicalisation of the revolution in 1789, its initial impetus came from elsewhere.

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