



**General Certificate of Education  
June 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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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.

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**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

June 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 Declaration of Independence of 1776. (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 suggests a very positive, enthusiastic response to the Declaration, whereas Source B questions the wisdom of it
- Source A suggests the Declaration as a unifying and inspirational step forward, whereas Source B suggests it is a calculated move to gather support against the British and to justify rebellion
- Source A sees grievance as real, whereas Source B sees it as imagined.

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

- the break for some Americans was not immediate and loyalists were reluctant to go against Britain
- knowledge of the Declaration and its commitment to liberty, rights and equality compared to Hutchinson's background
- the grievances held by the Americans.

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

- both sources acknowledge that for some the Declaration was popular, reflecting a critical attitude to Britain from enthusiasm toward independence and revulsion against Britain
- both sources acknowledge that loyalties remained across the colonies, with the level of support ranging from those who felt alienation to those who felt resentment.

In making a judgement about the degree of difference, students may conclude that the Declaration was not the overwhelming call to action as is perceived but for some a more guarded approach was taken.

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

How far did the Declaration of Independence influence government in America in the years 1777 to 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**

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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 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:** the commitment to the principles of the Declaration of Independence, independence and the grievances it sought to redress
- **Source B:** argues the Declaration was significant in reconciling Americans to independence and self-government
- **Source C:** points to the desire for a republic and democracy and a new society and shows how war led to an experiment in national government.

From students' own knowledge:

Factors suggesting the Declaration was an influence might include:

- the Declaration affirmed Americans' belief in revolution, independence from British tyranny and self-government
- independence necessitated a new and viable form of government at both state and national level
- it was in the states where liberal-democracy took root and the values of the Declaration were evident in the new state constitutions
- intellectual influences behind the Declaration, such as Paine and Locke, were also evident in the new forms of government.

Factors suggesting other influences might include:

- a reaction to war: coordinated action was needed during the war. The British system was dismantled and the war was fought to ensure a system of direct representation based on government from within not government from London
- the war had brought with it an experiment in national and federal government and witnessed the introduction of the Articles of Confederation. The experience under the Articles was also an influence during this period
- war had fuelled nationalist hopes and the desire for nationhood
- the social and economic expectations of the Americans, particularly the elites
- there were pressing issues, in addition to the war, that concerned the Americans such as the Shays Rebellion, the Indian Wars and trade.

Good answers may conclude that the philosophy and spirit of the Declaration of Independence provided the ideological basis for change, but during this period Americans also wanted to launch a co-ordinated war effort and to deal effectively with challenges to strong government.

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**Question 2**

**03** Explain why the Whig Party introduced parliamentary reform after 1830. (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 Whigs were prepared to take up the cause of reform.

Students might include some of the following factors:

- Macaulay argued in 1831 the case for including the middle class and extending reform on the basis of property and intelligence
- the Whigs accepted the case for reform, but argued that controlled reform was the best way to preserve the constitution and, hence, the interests of property
- Whig awareness that in the winter of 1831 Britain was on a knife edge with revolution a possibility
- political advantage over the Tories.

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

- increasing demand from outside parliament from the middle classes
- the influence of external events at home and abroad.

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

- an eagerness to score political advantage
- unrest in 1831.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the gentry wished above all else to maintain their own economic and political interests..

## Question 2

- 04** 'The main result of the 1832 Reform Act was to maintain the influence of the landed classes.'  
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 Whigs managed to frustrate democracy: little was done to reform corruption, working classes were excluded from the franchise and the redistribution of seats was limited with industrial areas still under-represented and with anomalies remaining
- enfranchisement was limited to the middle classes
- the composition of Parliament did not change greatly
- the interests of property remained: managed boroughs and the Chandos amendment in the counties
- key elements still excluded many. MPs remained unpaid.

Evidence which disagrees might include:

- there were significant changes to the electorate, distribution of seats and constituencies
- many anomalies were removed
- the development of the party system and wider political activity
- the act was a major step, the first, in a broader, evolutionary process.

Good answers may consider the Tory and radical views of the act and conclude that the Reform Act essentially maintained the status quo and the dominance of property for the moment. In the wider picture, reform was in many respects radical and a key milestone in the development of democracy.

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**Question 3**

**05** Explain why the Tennis Court Oath was taken in France in June 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 the decision was made to take the Tennis Court Oath.

Students might include some of the following factors:

- the impasse over voting
- the lack of leadership provided by Louis XVI
- the frustrations and resentment, but also the ambitions, demands and growing confidence of the Third Estate
- the locking out of delegates amid growing tensions in Paris.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue the contentious events during the meeting of the Third Estate were triggers that let loose deep-lying issues.

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**Question 3**

- 06** 'The National Assembly played the main part in the French Revolution between June and December 1789.'  
Explain whether 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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- 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, or challenge, the view that the National Assembly played the main part in influencing events in France between June and December 1789.

Points/factors/evidence which agree might include:

- the importance of its leadership in coordinating action after the Tennis Court Oath and in dismantling the ancient regime
- the work of the National Assembly in establishing the constitutional and liberal pathway of the revolution
- the laws of 1789 including the Declaration of the Rights of Man and the August Decrees
- the extent to which the Assembly was influenced by Enlightenment ideas and influences.

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

- the role of the Paris mob and urban workers, for example, the Bastille and at Versailles
- the peasantry and the Great Fear
- the actions of the king.

Good answers are likely to/may conclude that as early as 1789 the revolution was a movement with many dimensions. For the assembly, addressing the political inequality and reforming was paramount. Elsewhere, change was driven by the peasantry and the mob.