



General Certificate in Education

AS History 5041

Alternative T Unit 2

Mark Scheme

2007 examination – June series

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.

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CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: DECIDING ON MARKS WITHIN A LEVEL

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

June 2007

Alternative T: Liberal Democracies, c1787–c1939

AS Unit 2: The Emergence of Democracies, 1787–1832

Question 1

- (a) Use **Source A** and your own knowledge.
Explain briefly the meaning of ‘there was little consistency in who got the vote’ (lines 6–7) in the context of the terms of the 1832 Reform Act. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. different proportions of people could vote in England, Scotland and Wales. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. links to terms of the Act to explain that the £10 franchise meant the working class in London could vote, but not the middle-class in North Wales. May argue that although many industrial towns were awarded seats, large towns like Doncaster (population over 10,000) were not, though Thetford with a population less than 200 kept representation. **2-3**

- (b) Use **Source B** and your own knowledge.
How useful is **Source B** as evidence of Whig reasons for passing the Reform Act in 1832? (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic statement identifying utility/reliability of the source based on the content, e.g. the speech is from 1830 therefore it is less useful, or the speech tells us that reform was introduced to provide representation for the woollen, iron, cloth and silk trades. Paraphrase of the source, discussing what the source ‘tells’ or ‘shows’ will be without any real understanding of utility. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance. Own knowledge may be implicit (i.e. evident in the contextual understanding). The source argues reform is necessary because of the inability of the British constitution to provide a means of allowing representation from new industry. It also refers to the lack of representation for large towns. Russell was one of the framers of the bill and as a radical Whig was one of the driving forces behind reform. **3-5**

L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. there are limits to the use of the source as Russell was a radical Whig, therefore his concerns were not necessarily the concerns of other Whigs, for example he is not stressing the need to reform in order to preserve. Furthermore the date of the source makes it unlikely he would be thinking of practical motives as it comes from May 1830 when the Whigs were not even in power, and before threats to the system from the Swing Riots and riots of 1830–1831. Russell also refers to ‘the first thing’ on which he based his reform plans – we do not learn of any others. **6-7**

(c) Use **Sources A, B and C** and your own knowledge.
 ‘The 1832 Reform Act only preserved the rights of property.’
 Explain why you agree or disagree with this statement. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

L2: ***Either***
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

General statements about property rights, or descriptions of the crisis may be seen at Level 1. At Level 2 answers may be based solely on the sources or on own knowledge. They may describe the terms of the Act with brief reference to the question in the introduction and

conclusion. Answers at Level 3 will use the sources and own knowledge to make some of the following points.

The Reform Act clearly did preserve the rights of property:

- The minimal growth in the size of the electorate reflected the intention to enfranchise only those who owned property ('the principle of owning property as a prerequisite for voting remained' **Source A**).
- Therefore only 1 in 5 males in England and Wales, one in eight in Scotland and one in 20 in Ireland could vote (**Source A**).
- Plural voting also remained because of the link between property and the franchise.
- Russell in **Source B** makes it clear that the current system was reformed because it had failed to give representation to new industrial wealth as property owners in Leeds or Manchester had no representation.
- This led to the creation of twenty-two new boroughs in the industrial towns (**Source C**).
- The very introduction of the Reform Act prevented a more violent change to the existing system that could have destroyed property rights.
- Owning property was still a requirement to stand for election, whilst open hustings, bribing and treating all benefited property owners.
- Around seventy rotten and pocket boroughs survived.

For Level 4 balance is required. Answers need to consider more far-reaching changes that the act brought:

- The electorate almost doubled.
- Scotland enjoyed some kind of national representative politics for the first time since 1707.
- Most rotten boroughs were abolished e.g. Old Sarum (**Source C**).
- Almost all the middle-class received the vote, plus many workers in London.
- The extension of the franchise to leaseholders/renters in the Chandos Amendment.

Judgement at Level 5 may focus on 'only'. The Act did much more than just preserve the rights of property, including paving the way for further incremental reform. However, its main achievement perhaps was to preserve the rights of property.

Question 2

- (a) Comment on 'Articles of Confederation' in the context of the USA in 1787. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. very generalised. The loose binding of the states, agreed finally in 1781. May paraphrase the source to comment on the fact they were unworkable from the start.

1

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. the rules for governing the United States through the War of Independence. The Articles allowed for common defence, but the balance of power lay with individual states.

2-3

(b) Explain why the Articles of Confederation were 'unworkable from the start'. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. they did not give central government enough power; people opposed them from the start. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the single state veto prevented necessary legislation being passed, the states did not have shared aims beyond winning the war therefore they did not work together which the Articles' terms made essential, Congress had no powers to raise taxes or coerce states. May offer examples of how events from 1781 proved the weaknesses of the Articles, e.g. the rejection of the Morris Plan by the single state veto or Shay's Rebellion. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. may link reasons to why this meant the Articles were unworkable from the start, including the lack of a single foreign policy, the ability to settle disputes between states, or may reach the conclusion that they were unworkable because they were meant only as war-time emergency measure. **6-7**

(c) Explain the importance of protecting the rights of property, in relation to other factors, in explaining the terms of the US Constitution of 1787. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

General statements about property rights, or descriptions (e.g. of the Great Compromise) may be seen at Level 1. At Level 2 answers may describe some of the terms of the Constitution with brief reference to the question in the introduction and conclusion. Answers at Level 3 will be mainly focused analysis, illustrating arguments with reference to the terms of the Constitution.

Arguments could include:

- The Founding Fathers reflected dominant eighteenth-century European opinion in their belief that security of property was essential for the security of the nation overall. The 55 delegates were all property-owning.
- Shay's Rebellion had terrified them.
- The right to own slaves was not condemned by the Constitution.
- The Senate was indirectly elected by the state legislature, ensuring a conservative, property protecting body.
- The Legislative checks and balances were meant to preserve and prevent radicals seizing power through the democratic system.
- Protection of state rights to prevent tyranny from the centre.
- The USA guaranteed all states a republican form of government, with a President subject to checks. This was to avoid arbitrary government that may threaten property.
- Individual rights were ignored. Hence the need for the addition of the Bill of Rights in 1791.

For Level 4 balance is required. Answers need to consider another influence upon the terms of the Constitution:

- The Constitution was also concerned with creating a government of the people. The House of Representatives was elected by the people every two years, number of representatives in direct relation to the size of each state's population, local state government remained, some separation of powers e.g. the President could not be part of Congress etc.
- The practical concerns include the need to gain ratification by large and small states alike, the threats to stability in 1789 and the weaknesses of the Articles of Confederation, with reference to the 'Great Compromise' and the 'three fifths compromise' on slavery.

Judgement at Level 5 may involve arguing that protecting property and providing government by consent were not incompatible, as property was easy to acquire in the USA by heading west.

Question 3

- (a) Comment on 'hereditary nobility' in the context of France under the *Ancien Régime*.
(3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. title granted by the king which was passed on down the family line. Paraphrase of the source may be seen to the effect that such titles were abolished in 1790. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. they formed their own (second) Estate, the hereditary nobility had rights under the Ancien Regime which infuriated the Third Estate, including exemption from taxation, or may refer to the hereditary nobility as opposed to those who bought noble titles. **2-3**

- (b) Explain why the hereditary nobility was abolished in June 1790. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the nobility had rights and powers that were unfair. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. there were practical and ideological reasons. Ideologically, the belief in equality meant all Frenchmen were citizens. Equality before the law seemed to be dependent on citizens having equal titles. Practically, the reorganisation of local government made such a move possible, whilst the abolition of feudal privileges, tithes and local taxes meant the state needed to tax fully the people. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. the August Decrees had abolished feudal privileges, making titles irrelevant anyway. **6-7**

- (c) Explain the importance of protecting the rights of property, in relation to other factors, in explaining the reforms of the French Revolution in the years 1789 to 1792. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and undiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

General statements about property rights, or descriptions (e.g. of the causes of the Revolution) may be seen at Level 1. At Level 2 answers may describe some of the reforms of the Revolution with brief reference to the question in the introduction and conclusion.

For Level 3 answers need to consider how the revolution did seek to protect the rights of property, illustrating arguments with reference to the specific reforms of the Revolution. Arguments could include:

- The August Decrees abolished Feudalism but with compensation.
- The franchise was linked to earnings, which fitted the predominant bourgeois view that power should go to those with property and education.
- The Grande Peur pushed reform beyond what was intended by the bourgeois assembly.

For balance, answers at Level 4 may well reject the significance of protecting property rights, arguing that other factors were more significant:

- Liberalism is suggested by the abolition of privileges in terms of feudalism, hereditary titles, Parlements and the absolute monarchy, along with religious toleration.
- Democracy could be addressed by considering the creation of a single chamber elected legislature, with a widespread franchise that made France the most democratic country in the world.

For Level 5 judgement is also required, though this may take the form of an extended conclusion. France's revolutionary reforms made the country the world's most liberal and democratic. But the reforms were always respectful of the right to own property.