

GCE AS/A LEVEL



WJEC GCE AS/A LEVEL in
HISTORY

ACCREDITED BY WELSH GOVERNMENT

**SPECIMEN ASSESSMENT
MATERIALS**

Teaching from 2015

This Welsh Government regulated qualification is not available to centres in England.





For teaching from 2015

GCE AS HISTORY

UNIT 1

SPECIMEN ASSESSMENT MATERIALS

Contents

Question Papers and Mark Schemes

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SUMMARY OF ASSESSMENT GRID

AS HISTORY

UNIT 1

INTRODUCTION TO SPECIMEN ASSESSMENT MATERIAL

- Unit 1 offers eight optional period studies. **Centres select one of these to study.**
- Unit 1 assesses AO1 only. AO1 is focused on the ability to analyse and evaluate and reach substantiated judgments.
- Each option in Unit 1 utilises an identical marking system which ensures consistency of assessment. The marking system contains:
 - a section outlining indicative content that may be seen in an answer
 - an assessment grid outlining how bands and marks should be allocated.



AS HISTORY

UNIT 1

PERIOD STUDY 1

**GOVERNMENT, REBELLION AND SOCIETY IN WALES
AND ENGLAND c.1485-1603**

SPECIMEN PAPER

1 hour 30 minutes

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **ONE** question in Section A and **ONE** question in Section B.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

You are advised to spend around 45 minutes on each question.

UNIT 1

PERIOD STUDY 1

GOVERNMENT, REBELLION AND SOCIETY IN WALES AND ENGLAND c.1485-1603

Answer **ONE** question in Section A and **ONE** question in Section B.

Section A

Answer one question only from this section

1. How successfully did Henry VII deal with the problems he faced during his reign? [30]
2. How far do you agree that the Acts of Union were mainly beneficial to the people of Wales in the period after 1543? [30]

Section B

Answer one question only from this section

3. Was poor leadership mainly responsible for the failure of Tudor rebellions in the period 1509-1559? [30]
4. To what extent was the dissolution of the monasteries the most important of the religious changes in Wales and England in the period 1529-1588? [30]

UNIT 1

PERIOD STUDY 1

GOVERNMENT, REBELLION AND SOCIETY IN WALES AND ENGLAND c.1485-1603

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How successfully did Henry VII deal with the problems he faced during his reign?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Henry VII was successful in dealing with the problems he faced. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Henry VII was successful in dealing with the problems he faced. In order to reach a substantiated judgement about this issue, candidates may argue that Henry VII dealt successfully with the problems he faced during his reign. The response might support this proposition by considering issues such as:

- Henry VII married Elizabeth of York to help establish the dynasty
- a peace treaty with France and marriage alliances with Scotland and Spain avoided expensive foreign wars
- to strengthen law and order, Justices of the Peace were given new powers to arrest suspects and try them for many crimes except treason
- the keeping of a private army was forbidden. The only individual that could now raise an army was the king
- nobles and opponents were confronted and dealt with most severely. Their lands were confiscated and leaders were executed
- Henry organized an efficient system of finance to collect money from customs duties, forced loans and land revenues
- he left his son a country that was solvent, was not racked by faction and which was respected by a number of major European powers

Candidates might consider challenging the proposition in the question by arguing that in some respects Henry VII was less successful. The response might consider issues such as:

- Henry's financial policies provoked rioting in Yorkshire 1489 and rebellion in Cornwall 1497
- he was also unpopular due to his reputation for grasping economics such as forced loans
- in foreign policy he was not always successful - his exclusion from the League of Cambrai; his failure to preserve the independence of Brittany; the problems created with Spain after the death of Arthur

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Henry VII was successful in dealing with the problems he faced during his reign.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that the Acts of Union were mainly beneficial to the people of Wales in the period after 1543?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Acts of Union mainly benefitted the people of Wales in this period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Acts of Union mainly benefitted the people of Wales in this period. In order to reach a substantiated judgement about this issue, candidates may argue that the Acts of Union mainly benefitted the people of Wales. The response might support this proposition by considering issues such as:

- the Acts abolished a medieval system of marcher lords and unreformed local laws inherited from the plethora of former Welsh states; Wales was given equal status and representation in Parliament under King Henry VIII and elected members to the English (Westminster) Parliament
- the regional administration of Wales was established and helped to curb the lawlessness that had afflicted the country: the Council of Wales and the Marches was established on a legal basis; the Court of Great Sessions was established; a Sheriff was appointed in every county; the office of the Justice of the Peace was introduced
- these measures largely benefitted the Welsh gentry in particular, who recognised that they would give them equality under law with English citizens.
- the reaction of many of the prominent Welsh of the day seemed to be gratitude that the laws had been introduced and made Wales a peaceful and orderly country

Candidates might consider challenging the proposition in the question by arguing that the Acts of Union had some less beneficial effects for the people of Wales. The response might consider challenging the proposition by considering that:

- the 1536 Act made English the only language of the law courts and said that those who used Welsh would not be appointed to any public office in Wales
- an effect of the language clause was to lay the foundation for creating a thoroughly anglicised ruling class of landed gentry in Wales, hardly the majority in Wales
- the majority of the population could have found themselves adrift amid a legal and economic system whose language and focus were unfamiliar to them

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Acts of Union were beneficial to the people of Wales.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Was poor leadership mainly responsible for the failure of Tudor rebellions in the period 1509-1559?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which poor leadership was mainly responsible for the failure of Tudor rebellions in the period 1509-1559. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which poor leadership was mainly responsible for the failure of Tudor rebellions in the period 1509-1559. In order to reach a substantiated judgement about this issue, candidates may argue that poor leadership was mainly responsible for the failure of Tudor rebellions. The response might support this proposition by considering issues such as:

- the failure of leading rebels to construct a coherent plan of campaign
- the failure of rebel leaders to properly set out objectives
- their failure to negotiate effectively with Crown and its representatives
- the failure in most of the rebellions to organise and provide adequate food and shelter for rebels

Candidates might consider challenging the proposition in the question by arguing that other factors were more responsible for the failure of the Tudor rebellions. The response might consider alternate factors such as:

- the strength and power of the Crown and government
- the government response in terms of ruthless enforcement of laws
- the lack of cohesion and unity of purpose of many rebel groups
- the weather and physical obstacles such as crossing rivers and entering walled towns
- the moral and spiritual power of the Crown as exemplified in the Great Chain of Being

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which poor leadership was responsible for the failure of the Tudor rebellions.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent was the dissolution of the monasteries the most important of the religious changes in Wales and England in the period 1529-1588?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the dissolution of the monasteries was the most important of the religious changes in the period 1529-1588. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the dissolution of the monasteries was the most important of the religious changes in the period 1529-1588. In order to reach a substantiated judgement about this issue, candidates may argue that the dissolution of the monasteries was the most important of the religious changes. The response might support this proposition by considering issues such as:

- the Act of Supremacy and the Acts of Dissolution passed by Parliament
- the need to destroy potential opposition by those who professed obedience to the Pope
- the opportunity to gain financially by confiscating land and property
- the dismantling of the Catholic Church
- taking the first unintentional steps towards Protestantism

Candidates might consider challenging the proposition in the question by arguing that there were other religious changes that were more important. The response might consider issues such as:

- the break with Rome and Henry VIII becoming head of the Church
- the impact of the European Reformation
- the translation of the Scriptures into Welsh
- the religious legislation passed in Edward VI's Parliaments
- the counter-reformation of Mary I
- the Elizabethan Church Settlement

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the dissolution of the monasteries was the most important of the religious changes in the period 1529-1588.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling,</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 1

PERIOD STUDY 2

**GOVERNMENT, REVOLUTION AND SOCIETY IN WALES
AND ENGLAND c.1603-1715**

SPECIMEN PAPER

1 hour 30 minutes

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **ONE** question in Section A and **ONE** question in Section B.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

You are advised to spend around 45 minutes on each question.

UNIT 1

PERIOD STUDY 2

GOVERNMENT, REVOLUTION AND SOCIETY IN WALES AND ENGLAND c.1603-1715

Answer **ONE** question in Section A and **ONE** question in Section B.

Section A

Answer one question only from this section

1. How far do you agree that the main reason for Parliament's victory in the Civil War was access to greater resources? [30]
2. How successfully did Charles II deal with the problems he faced during his reign? [30]

Section B

Answer one question only from this section

3. Was the Petition of Right the most significant development in politics and government in the period 1603-1642? [30]
4. Was the Instrument of Government the most significant development in government in the period 1642-1660? [30]

UNIT 1

PERIOD STUDY 2

CHALLENGES AND RESPONSES IN WALES AND ENGLAND, c.1603-1685

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that the main reason for Parliament's victory in the Civil Wars was access to greater resources?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the reasons for Parliament's victory in the Civil Wars. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Parliament's victory in the Civil Wars was access to greater resources. In order to reach a substantiated judgement about this issue, candidates may argue that Parliament's victory in the Civil Wars was access to greater resources. The response might support this proposition by considering issues such as:

- Parliament controlled the capital throughout the war: London was the trade centre of England and it was also the wealthiest city
- many of the other wealthy merchant cities and manufacturing centres remained loyal to Parliament including most of the major ports
- Parliament had tight control over much of the trade in and out of the land, which in turn meant more money from taxes for the war effort
- the main armouries of Hull and the Tower along with most of the countries munitions factories also stayed in Parliament hands
- Parliament had access to greater manpower including that from Scotland

Candidates might consider challenging the proposition in the question by arguing that there were other factors that secured Parliament's victory in the Civil Wars. The response might consider challenging the proposition by considering issues such as:

- at the outbreak of hostilities the Navy remained loyal to Parliament. This in turn meant that they could control the coastal waters and limit the amount of supplies and foreign troops entering the country for the king
- the remodelling of the army of Parliament during winter quarters of 1644 was a decisive factor in its eventual victories over the King. This meant a better managed and more disciplined fighting force in the field
- pay was also more regular in the New Model Army which meant less desertion and more commitment
- in 1644 Parliament signed the Solemn League and Covenant with the Scots Presbyterians who in turn promised their aid against the King on condition that the Scottish system of church government was adopted in England. The sudden appearance of allies on the scene proved crucial for the Roundheads in securing the North as the King now had two enemies to fight

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Parliament's victory in the Civil Wars was access to greater resources.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How successfully did Charles II deal with Parliament during his reign?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Charles II was successful in dealing with Parliament during his reign. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Charles II was successful in dealing with Parliament during his reign. In order to reach a substantiated judgement about this issue, candidates may argue that Charles dealt successfully with the problems he faced during his reign. The response might support this proposition by considering issues such as:

- the Restoration Settlement was an immediate example of Charles working successfully and productively with Parliament in areas including land, the constitution, finance and religious issues
- Parliament gave Charles full control over the nation's militia in July 1661
- Parliament was not allowed to legislate without the king and it invalidated any act previously brought in that not received royal assent
- Charles' defeat of the Exclusionists established him in the period 1681–1685 as the most powerful of all Stuart monarchs

Candidates might consider challenging the proposition in the question by arguing that in some respects Charles II was less successful in his dealings with Parliament. The response might consider issues such as:

- tension with Parliament after the immediate construction of the Restoration Settlement
- pressure to impeach Clarendon
- removal of Declaration of Indulgence and imposition of the Test Act
- pressure for a pro-Dutch foreign policy post 1670
- limited financial grants and the context of the Treaty of Dover
- the failure to agree an adequate financial settlement
- the differing aims of Charles and parliament with regard to the Church of England

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Charles II dealt successfully with Parliament during his reign.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Was the Petition of Right the most significant development in politics and government in the period 1603-1642?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Petition of Right was the most significant development in politics and government in the period 1603-1642. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Petition of Right was the most significant development in politics and government in the period 1603-1642. In order to reach a substantiated judgement about this issue, candidates may argue that the Petition of Right was the most significant development in politics and government in this period. The response might support this proposition by considering issues such as:

- it marks the growing assertiveness of MPs - the constitutional crisis between the Stuarts and their Parliaments had entered a new stage of development
- the Petition of Right marked a major step on the way to the Civil Wars of the 1640s
- the Petition of Right marked a substantial cooperative work between individual parliamentarians and between the Commons and Lords, something that had previously been lacking
- it saw Charles lose the initiative in policy direction
- with the Lords now indicating a willingness to work with the Commons, the Crown's most important protection within Parliament was shaken

Candidates might consider challenging the proposition in the question by arguing that there were more significant developments in politics and government in the period 1603-1642. The response might consider alternate factors such as:

- the significance of financial problems
- the significance of religious issues
- relations with Ireland (rebellion of 1641) and Scotland (Bishops' Wars 1638 - 1639)
- personal unpopularity of James I and Charles I and royal favourites
- the impact of Personal Rule

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Petition of Right was the most significant development in politics and government in the period 1603-1642.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Was the Instrument of Government the most significant development in government in the period 1642-1660?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the Instrument of Government was the most significant development in government in the period 1642-1660. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Instrument of Government was the most significant development in government in the period 1642-1660. In order to reach a substantiated judgement about this issue, candidates may argue that the Instrument of Government was the most significant development in government. The response might support this proposition by considering issues such as:

- it represented England's first written constitution
- extension of the power of government over the whole kingdom
- establishing the office of Lord Protector and enhancing the authority of Cromwell
- established triennial parliaments and reform of the franchise
- to bring stability to troubled realm by establishing a standing army of 30,000
- to establish freedom of worship (except for papists)

Candidates might consider challenging the proposition in the question by arguing that there were other developments in government in this period that were more significant. The response might consider issues such as:

- the impact of the regicide
- the Rump and Barebones Parliaments
- the rule of the Major-Generals
- the establishment of the Protectorate
- the collapse of the Republic and Restoration
- government under Charles II

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Instrument of Government was the most significant development in government in the period 1642-1660.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 1

PERIOD STUDY 3

**POLITICS, PROTEST AND REFORM IN WALES AND
ENGLAND c.1780-1880**

SPECIMEN PAPER

1 hour 30 minutes

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **ONE** question in Section A and **ONE** question in Section B.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

You are advised to spend around 45 minutes on each question.

UNIT 1

PERIOD STUDY 3

POLITICS, PROTEST AND REFORM IN WALES AND ENGLAND c.1780-1880

Answer **ONE** question in Section A and **ONE** question in Section B.

Section A

Answer one question only from this section

1. How successfully did Lord Liverpool's governments deal with the problem of popular protest in the period 1812-1822? [30]
2. How far do you agree that the Chartist movement was mainly the result of economic hardship? [30]

Section B

Answer one question only from this section

3. Was humanitarian concern mainly responsible for social reform in the period 1830-1880? [30]
4. To what extent was the career of Benjamin Disraeli the most important influence on the fortunes of the Conservative party in the period 1830-1880? [30]

UNIT 1

PERIOD STUDY 3

POLITICS, PROTEST AND REFORM: WALES AND ENGLAND c.1780-1880

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How successfully did Lord Liverpool's governments deal with the problem of popular protest in the period 1812-1822?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Lord Liverpool's governments were successful in dealing with the problems of popular protest in the period 1812-1822. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Lord Liverpool's governments were successful in dealing with the problems of popular protest. In order to reach a substantiated judgement about this issue, candidates may argue that Lord Liverpool's governments dealt successfully with the problems of popular protest. The response might consider supporting the proposition by considering:

- in the absence of a police force, the government had to use local JPs, spies and the army to discharge its prime duty of maintaining public order
- use of agent provocateurs did disrupt protest movements – a preventative measure
- the government used legal and legislative measures to deal with a perceived dangerous radical threat: suspension of Habeas Corpus, Seditious Meetings Act 1817 and the Six Acts 1819; such measures indicated a government determined on control
- the government also deployed troops effectively in the troubled areas
- many of the measures taken were temporary in an emergency situation and not intended to be permanent changes to the laws of the country

Candidates might consider challenging the proposition in the question by arguing that in some respects Lord Liverpool's governments were less successful in dealing with popular protest. The response might consider issues such as:

- the apparent failure in the period 1812-1822 to deal with the root causes of social and economic discontent
- the negative impact of the Corn Laws and the increase in indirect taxation
- early nineteenth century governments did not have the resources or organisation to deal with hunger, poverty and unemployment
- the severity of the Game Laws 1816
- members in the government were portrayed as out of touch and insensitive

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Lord Liverpool's governments were successful in dealing with the problems of popular protest.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that the Chartist Movement was mainly the result of economic hardship?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Chartist Movement was mainly the result of economic hardship. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Chartist Movement was mainly the result of economic hardship. In order to reach a substantiated judgement about this issue, candidates may argue that the Chartist was mainly the result of economic hardship. The response might consider supporting this proposition by considering:

- the periods of maximum Chartist support were also years of severe economic depression (1838-9, 1842 and 1848)
- workers were more easily persuaded to protest at times when employment was scarce and wages inadequate
- new machinery, the availability of cheap female and child labour put the jobs of skilled workers at risk
- certain trades suffered more severely in the depression and they turned out to be strong Chartist supporters e.g. stocking weavers, handloom weavers
- Chartism was strong in the areas of significant industrial change

Candidates might consider challenging the proposition in the question by arguing that in some respects Chartism was the product of other factors. The response might consider issues such as:

- the actions of government in the 1830s, the disappointment with the 1832 Reform Act, the limited nature of Factory reform and the introduction of police forces
- the anti-poor law campaign encouraged highly organised protest from Chartists
- the significance of the unstamped press campaign
- the continuing radical tradition in the leadership of O'Connor and O'Brien
- the attack on trade unions
- there were regional variations regarding support for Chartism: in London support was strongly political, in South Wales, it was more overtly economic

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Chartist Movement was mainly the result of economic hardship.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Was humanitarian concern mainly responsible for social reform in the period 1830-1880?

Candidates are expected to reach a substantiated and supported judgement about whether humanitarian concern was mainly responsible for social reforms in the period 1830-1880. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which humanitarian concern was mainly responsible for social reform in the period 1830-1880. In order to reach a substantiated judgement about this issue, candidates may argue that humanitarian concern was mainly responsible for social reform in the period 1830-1880. The response might consider supporting this proposition by considering:

- the strength of the religious revival during the Industrial Revolution which encouraged evangelicalism and the idea of performing good works to help fellow men
- the example of Wilberforce's anti-slavery campaign was powerful
- the roles of Lord Ashley and Michael Sadler in the campaigns for factory reform in the 1830s and 1840s
- the example of Robert Owen's new model factories
- the public outrage on the publications of reports such as the conditions in the mines

Candidates might consider challenging the proposition in the question by arguing that other factors were just as responsible for social reform in this period. The response might consider issues such as:

- the influence of the Utilitarians, especially Sir Edwin Chadwick, on Poor Law and Public Health reform
- the significance of parliamentary committees and Royal Commissions in investigating social problems and publishing influential reports
- economic arguments about productivity in safer working environments
- the influence of novelists such as Charles Dickens and Mrs. Gaskell
- arguments about the cost of the old poor law
- the pressures created by population increase and industrialization
- the role of newspapers and the popular press
- the attitudes of religious communities

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which humanitarian concern was mainly responsible for social reform in the period 1830-1880.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent was the career of Benjamin Disraeli the most important influence on the fortunes of the Conservative party in the period 1830-1880?

Candidates are expected to reach a substantiated and supported judgement about whether the career of Benjamin Disraeli was the most important influence on the fortunes of the Conservative party. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the career of Benjamin Disraeli was the most important influence on the fortunes of the Conservative party in the period 1830-1880. The response might support this proposition by considering issues such as:

- his vitriolic criticisms of Sir Robert Peel, especially over the repeal of the Corn Laws. This fractured the Tory party and put it out of power for 20 years
- his position as a leading parliamentarian in the 1850s and 1860s led to significant roles in two minority conservative governments
- the Second Reform Act 1867 as a landmark piece of legislation
- his role in the revival of the party in the 1870s, winning the election of 1874
- Tory democracy and “One Nation” politics had considerable appeal in this period.
- the record of the Second Ministry 1874-1880

Candidates might consider challenging the proposition in the question by arguing that there were other significant influences on the fortunes of the Conservative Party in the period 1830-1880. The response might consider issues such as:

- the transformation of the party under Sir Robert Peel
- Peel’s strategy to accommodate Toryism to an era of reform and economic change
- the reforms of the 1841-1846 ministries
- the negative impact of mid-century politicians like Lord Palmerston led to long periods of Whig / Liberal rule
- comparative influences of Derby, Cross and Salisbury on the party before 1880
- Gladstone’s success in rallying opposition to the effects of imperialism in 1880

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Disraeli’s career was the most important influence on the fortunes of the Conservative party in the period 1830-1880.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 1

PERIOD STUDY 4

**POLITICS, PEOPLE AND PROGRESS IN WALES AND
ENGLAND c.1880-1980**

SPECIMEN PAPER

1 hour 30 minutes

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **ONE** question in Section A and **ONE** question in Section B.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

You are advised to spend around 45 minutes on each question.

UNIT 1

PERIOD STUDY 4

POLITICS, PEOPLE AND PROGRESS IN WALES AND ENGLAND c.1880-1980

Answer **ONE** question in Section A and **ONE** question in Section B.

Section A

Answer one question only from this section

1. How successfully did governments deal with economic problems in Wales and England during the 1920s and 1930s? [30]
2. How far do you agree that women gained the vote in 1918 in recognition of their efforts during the war? [30]

Section B

Answer one question only from this section

3. Were the Liberal social reforms 1906-1914 the most important social change in Wales and England between 1900-1951? [30]
4. To what extent was the decline of religion the most significant development in Wales after 1918? [30]

UNIT 1

PERIOD STUDY 4

POLITICS, PEOPLE AND PROGRESS IN WALES AND ENGLAND c.1880-1980

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How successfully did governments deal with the problems of the economy of Wales and England during the 1920s and 1930s?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which governments successfully dealt with the problems of the economy of Wales and England during the 1920s and 1930s. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which government successfully dealt with the problems of the economy of Wales and England during the 1920s and 1930s. In order to reach a substantiated judgement about this issue, candidates may argue that government action in dealing with the problems of the economy of Wales and England during the 1920s and 1930s was successful. The response might support this proposition by considering issues such as:

- the impact of government actions such as the introduction of the Special Areas Act, import controls, marketing boards, the National Grid, Holiday Pay Act, trading estates, new steel works
- the stimulus, encouragement and support of the economy through house building and the provision of facilities – such as the Wheatley Housing Act of 1924, the Education Act of 1921, the Physical Training and Recreation Act of 1937
- the removal of the Gold standard promoted growth, exports and freed up the economy
- industrial disputes were controlled after the defeat of the General Strike of 1926, the Trade Disputes and Trade Unions Act 1927 and the onset of the Depression

Candidates might consider challenging the proposition in the question by arguing that in some respects government was less successful in dealing with the economic problems of this period. The response might consider issues such as:

- there was little government action to change or solve the economic problems in the older staple industries nor in some regions of the country; unemployment throughout the period was not successfully controlled by government action – though there was partial success in providing relief for the unemployed and in promoting migration
- the return to the Gold Standard and the introduction of import controls did little to promote economic growth and may well have hindered rather than solve economic problems
- the cuts to benefits after 1931 reduced spending power in some regions of the country while the new industries which helped to create prosperity in other regions was largely outside the realm of government action

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the government dealt successfully with the problems of the economy of Wales and England during the 1920s and 1930s.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that women gained the vote in 1918 in recognition of their efforts during the war?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which women gained the vote in 1918 as a reward for their efforts during the war. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which women gained the vote in 1918 in recognition of their efforts during the war. In order to reach a substantiated judgement about this issue, candidates may argue that women gained the vote in 1918 as a reward for their efforts during the war. The response might support this proposition by considering issues such as:

- the work of women in munitions industry, the impact of the Treasury Agreement and dilution
- women's involvement in the auxiliary services
- the contribution of women in the Land Army
- the contribution of women in maintaining the home economy

Candidates might consider challenging the proposition in the question by arguing that in some respects women gained the vote in 1918 because of the long term suffrage campaign. The response might consider issues such as:

- the long term campaign of the NUWSS
- the lasting threat of a return to the more extreme methods of the WSPU
- the changing nature of society
- the legal requirements and political difficulties of enfranchisement at the end of the war
- the contention that the women who got the vote in 1918 were not typical of the women who carried out war work.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which women gained the vote in 1918 in recognition of their efforts during the war.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Were the Liberal social reforms 1906-1914 the most important social change in Wales and England between 1900 and 1951?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question - in this case the extent to which the Liberal social reforms 1906-1914 were the most important social change in Wales and England between 1900 and 1951. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Liberal social reforms 1906-1914 were the most important social change in Wales and England between 1900 and 1951. In order to reach a substantiated judgement about this issue, candidates may argue the Liberal social reforms 1906-1914 were the most important social change in Wales and England in the period 1900-1951. The response might support this proposition by considering issues such as:

- the reforms affecting the elderly
- the reforms affecting children
- the reforms affecting the insurance and working conditions of workers
- the reforms affecting the unemployed
- the reforms aimed at attacking the effects of poverty

Candidates might consider challenging the proposition in the question by arguing that other reforms and developments were in fact the most important social change in Wales and England. The response might consider issues such as:

- the impact of the social reforms of the inter-war years
- the social reforms during the two world wars
- the introduction of the Welfare State, 1945-1951
- the universality of the Labour reforms 1945-1951 in comparison with the Liberal reforms
- the changing social status of women during the period

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Liberal social reforms 1906-1914 were the most important social change in Wales and England between 1900 and 1951.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent was the decline of religion the most significant development in Wales after 1918?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the decline of religion was the most significant development in Wales after 1918. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the decline of religion was the most significant development in Wales after 1918. In order to reach a substantiated judgement about this issue, candidates may argue that the decline of religion was the most significant development in Wales after 1918. The response might support this proposition by considering issues such as:

- the impact of the First World War on religious beliefs
- the decline in attendance in Nonconformist communities
- the Disestablishment of the Anglican Church
- the rise of new leisure activities, influence of the media
- the challenges to the traditional beliefs by new ways of thinking and scientific developments
- the growth of consumerism and Sunday trading

Candidates might consider challenging the proposition in the question by arguing that there were more significant developments in Wales after 1918 than the decline of religion. The response might consider issues such as:

- the decline in the use of the Welsh language
- the impact of economic change such as the collapse of staple industries, the Depression and the nationalisation of heavy industries
- the emergence of a Welsh national consciousness
- the introduction of the Welfare State

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the decline of religion was the most significant development in Wales after 1918.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 1

PERIOD STUDY 5

POLITICAL AND RELIGIOUS CHANGE IN EUROPE c.1500-1598

SPECIMEN PAPER

1 hour 30 minutes

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **ONE** question in Section A and **ONE** question in Section B.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

You are advised to spend around 45 minutes on each question.

UNIT 1
PERIOD STUDY 5
POLITICAL AND RELIGIOUS CHANGE IN EUROPE c.1500-1598

Answer **ONE** question in Section A and **ONE** question in Section B.

Section A

Answer one question only from this section

1. How successfully did Francis I deal with the problems he faced in France during his reign? [30]

2. How far do you agree that Philip II's greatest challenge was the control of the Netherlands? [30]

Section B

Answer one question only from this section

3. Were social grievances mainly responsible for the development of the German Reformation, 1517-1555? [30]

4. How seriously did the Ottoman Empire threaten the Christian rulers of Europe in the period 1500-1571? [30]

UNIT 1

PERIOD STUDY 5

POLITICAL AND RELIGIOUS CHANGE IN EUROPE c.1500-1610

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How successfully did Francis I deal with the problems he faced during his reign?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Francis I was successful in dealing with the problems he faced during his reign. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Francis I was successful in dealing with the problems he faced during his reign. In order to reach a substantiated judgement about this issue, candidates may argue that Francis I was successful in dealing with the problems he faced during his reign. The response might support this proposition by considering issues such as:

- the increase in political power of the monarch
- possible movement towards absolutism
- the centralisation of the administration of government
- the reduction of the political power of the aristocracy
- the Concordat of Bologna of 1516 gave Francis unprecedented control over the French Church
- sponsoring and promoting Renaissance ideas and discoveries gave him a reputation as a Renaissance prince

Candidates might consider challenging the proposition in the question by arguing that in some respects Francis I was less successful in dealing with his problems. The response might consider issues such as:

- the continuing rivalry with the Hapsburgs
- social and religious issues: Francis I's early toleration of humanism allowed dissent to develop; the Affair of the Placards of 1534 caused Francis I to take a harsher line on heresy
- lack of finance remained a problem
- the growing issue of acting as a Renaissance prince added to his pressures
- dealing with the Ottoman threat remained a major issue

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Francis I was successful in dealing with the problems he faced during his reign.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that Philip II's greatest challenge was the control of the Netherlands?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether Philip II's greatest challenge was control of the Netherlands. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which whether Philip II's greatest challenge was control of the Netherlands. In order to reach a substantiated judgement about this issue, candidates may argue that Philip II's greatest challenge was control of the Netherlands. The response might support this proposition by considering issues such as:

- the relationship between the key characteristics influencing Philip's rule of the Netherlands
- that he inherited problems in the Netherlands which were exacerbated with the appointment of Alva. He failed to recognise Dutch concerns. He financially exploited the area which intensified problems
- furthermore there was inadequate response to growing Dutch nationalism led by the able William of Orange. Also the Netherlands was supported by Elizabeth I which created a greater challenge for Philip. It was still Spanish by the end of his reign but he left his son with the task of accepting its potential loss

Candidates might consider challenging the proposition in the question by arguing that there were other significant challenges faced by Philip II. The response might consider challenging the proposition by considering issues such as:

- a major problem Philip faced was financial. He went bankrupt three times and by the end of his reign he could only borrow money at enormous rates of interest. However, this did not stop him attempting to deal with another of his great challenges, the Protestant English queen Elizabeth I by launching the Armada of 1588
- Philip also had problems with championing the Catholic Reformation and conflict with the Ottoman Empire
- the significance of the Netherlands as a great challenge should not be in dispute but this should be balanced by a consideration of the other challenges which Philip II faced such as finance of his empire, Elizabeth I, championship of the Catholic Reformation in Spain and conflict with the Ottoman Empire

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Philip II's greatest challenge was the control of the Netherlands.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> • <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> • <i>clearly arrive at a substantiated and supported judgement</i> • <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> • <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> • <i>reach a balanced judgement with valid and appropriate support</i> • <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate and relevant historical knowledge</i> • <i>demonstrate valid analysis and evaluation of the issue in the question set</i> • <i>reach a balanced judgement with some valid support</i> • <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> • <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> • <i>offer an imbalanced judgement with some support</i> • <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> • <i>offer an undeveloped analysis of the issue in the question set</i> • <i>offer a judgement with very limited support</i> • <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate material related to the topic area that is brief or very limited in scope</i> • <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Were social grievances mainly responsible for the development of the German Reformation, 1517-1555?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which social grievances were mainly responsible for the development of the German Reformation, 1517-1555. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which social grievances were mainly responsible for the development of the German Reformation, 1517-1555. In order to reach a substantiated judgement about this issue, candidates may argue that social grievances were mainly responsible for the development of the German Reformation in this period. The response might support this proposition by considering issues such as:

- peasants believed Lutheranism offered them social equality
- the more densely populated urban areas had social grievances because many people had money but little social status
- in many parts of rural Germany there had been famine, increased taxation and withdrawal of ancient rights. Being at the bottom of the social structure peasants had no means of change except by revolt
- princes, although at the top of the social pyramid, were responsible for their people but did not have the independent power to change conditions. They had grievances themselves

Candidates might consider challenging the proposition in the question by arguing that there were other factors that were responsible for the development of the German Reformation, 1517-1555. The response might consider alternate factors such as:

- religious grievances against the Catholic Church
- the political and economic grievances of all sectors of German society
- the uncoordinated response of opposition from the Papacy
- the reaction of Charles V also aided the development of the Reformation in Germany
- the role of key individuals and dedicated reformers

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which social grievances were mainly responsible for the development of the German Reformation, 1517-1555.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How seriously did the Ottoman Empire threaten the Christian rulers of Europe in the period 1500-1571?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case how seriously the Ottoman Empire threatened the Christian rulers of Europe in the period 1500-1571. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Ottoman Empire seriously threatened the Christian rulers of Europe in the period 1500-1571. In order to reach a substantiated judgement about this issue, candidates may argue that the Ottoman Empire posed a serious threat to the Christian rulers of Europe in the period. The response might support this proposition by considering issues such as:

- European rulers viewed the Ottoman Empire as a threat because of its superior wealth and strength.
- Sultans were obliged to promote the acquisition of new territory and this threatened Europe.
- they threatened Spain in North Africa.
- they threatened Venice and damaged its economy and finances.
- they threatened Habsburg lands in Central Europe
- they were a threat given their naval power which allowed them to capture strategic points in the Mediterranean
- the Habsburg dynasty with Charles V at its head was committed to defending Christendom and naturally saw the Ottoman state as a religious threat

Learners might consider challenging the proposition in the question by arguing that the Ottoman threat was less serious than has been claimed. The response might consider issues such as:

- the Ottomans made a treaty with France, although this increased the threat to Spain.
- they were not powerful enough and supply lines meant they could not sustain a campaign in the western Mediterranean
- Even before Lepanto the threat was diminishing
- the Ottomans were also concerned to expand into Asia and this lessened the pressure on Europe
- they mainly threatened because of Habsburg Valois divisions and, after 1559, this was less significant and weakened the threat

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Ottoman Empire seriously threatened the Christian rulers of Europe in the period 1500-1571.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 1

PERIOD STUDY 6

**EUROPE IN THE AGE OF ABSOLUTISM AND
REVOLUTION c.1682-1815**

SPECIMEN PAPER

1 hour 30 minutes

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **ONE** question in Section A and **ONE** question in Section B.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

You are advised to spend around 45 minutes on each question.

UNIT 1

PERIOD STUDY 6

EUROPE IN THE AGE OF ABSOLUTISM AND REVOLUTION c.1682-1815

Answer **ONE** question in Section A and **ONE** question in Section B.

Section A

Answer one question only from this section

1. How successfully did Peter the Great deal with the problems he faced in Russia during the period 1696-1725? [30]
2. How far do you agree that Louis XVI was mainly responsible for the outbreak of revolution in France in 1789? [30]

Section B

Answer one question only from this section

3. Were domestic reforms the most significant change in Prussia during the reign of Frederick the Great? [30]
4. Was the War of Austrian Succession the most significant conflict in Europe during the period 1740-1815? [30]

UNIT 1

PERIOD STUDY 6

EUROPE IN THE AGE OF ABSOLUTISM AND REVOLUTION c.1682-1815

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How successfully did Peter the Great deal with the problems he faced during the period 1696-1725?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question, in this case, the extent to which Peter the Great was successful in dealing with the problems he faced during the period 1696 to 1725. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Peter the Great was successful in dealing with the problems he faced during the period 1696 to 1725. In order to reach a substantiated judgement about this issue, candidates may argue that Peter the Great was successful in dealing with the problems he faced during the period 1696 to 1725. The response might support this proposition by considering issues such as:

- the increase in the political power of the Tsar
- the centralisation of the administration of government
- the reduction of the political power of the aristocracy
- the westernisation of Russia
- reforms of the army, church and finance

Candidates might consider challenging the proposition in the question by arguing that in some respects Peter was less successful in dealing with his problems. The response might consider issues such as:

- the poor condition of agriculture and agricultural practice: serfdom
- despite new taxes their collection remained a problem
- despite the work of the Ratusha, the power and influence of the local landlord and the provincial governor was immense
- there were uprisings and revolts against the reforms

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Peter the Great was successful in dealing with the problems he faced during his reign.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that Louis XVI was mainly responsible for the outbreak of revolution in France in 1789?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question, in this case, the extent to which Louis XVI was mainly responsible for the outbreak of revolution in France in 1789. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Louis XVI was mainly responsible for the outbreak of revolution in France in 1789. In order to reach a substantiated judgement about this issue, candidates may argue that Louis XVI was mainly responsible for the outbreak of the revolution in France in 1789. The response might support this proposition by considering issues such as:

- Louis' character and personality was inadequate to deal with the challenges he faced
- Louis lacked the political skills to deal with the challenges he faced
- Louis hesitated and made mistakes in dealing with the growing demands for change
- Louis lacked the energy and drive to consistently pursue the plan of reform suggested by Calonne after 1786
- Louis was too easily influenced by those with a vested interest at the Versailles Court, including the Queen.

Candidates might consider challenging the proposition in the question by arguing that to an extent Louis XVI was not mainly responsible for the outbreak of revolution in France in 1789. The response might consider issues such as:

- the weakness and defects of the system of the *ancien regime* which Louis inherited
- the influence of the *philosophes* in changing attitudes and beliefs over which he had no control
- lack of finance remained a problem, especially after the cost of the American War of Independence and Necker's loans
- the failure of Necker, Calonne and Brienne to reform the state in the period 1786 to 1789
- the longer term changing nature of society in France
- the growth of a radical popular movement in the years 1786-1789

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Louis XVI was mainly responsible for the outbreak of revolution in France in 1789.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate key features relating to the periods studied making substantial judgements and exploring relevant concepts.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Were domestic reforms the most significant change in Prussia during the reign of Frederick the Great?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the domestic reforms were the most significant change in Prussia during the reign of Frederick the Great. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which domestic reforms were the most significant change in Prussia during the reign of Frederick the Great. In order to reach a substantiated judgement about this issue, candidates may argue that domestic reforms were the most significant change in Prussia during the reign of Frederick the Great. The response might support this proposition by considering issues such as:

- the legal reforms and the work of von Cocceji
- the financial, agricultural, grain supply and trade reforms;
- the administrative and central reforms and the role of von Blumenthal
- the reforms affecting religion and the Church

Candidates might consider challenging the proposition in the question by arguing that in some respects domestic reforms were not the most significant change in Prussia during the reign of Frederick the Great. The response might consider issues such as:

- the impact of the military reforms and value on Prussia
- the “bleeding stump” result of the wars fought by Frederick
- the territorial expansion of the state
- the raising of Prussia to the rank of a Great Power in Europe
- the rivalry with the Austrian Empire

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which domestic reforms were the most significant change during the reign of Frederick the Great.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Was the War of Austrian Succession the most significant conflict in Europe during the period 1740 -1815?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the War of Austrian Succession was the most significant conflict in Europe during the period 1740-1815. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the War of Austrian Succession was the most significant conflict in Europe during the period 1740-1815. In order to reach a substantiated judgement about this issue, candidates may argue that the War of Austrian Succession was the most significant conflict in Europe during the period 1740-1815. The response might support this proposition by considering issues such as:

- it showed the military skill and power of Frederick II of Prussia
- it was a dynastic war and probably the last significant dynastic war
- it weakened the power and prestige of the Austrian Empire
- it re-arranged the balance of power in Europe and led, at least partly, to the Diplomatic Revolution

Candidates might consider challenging the proposition in the question by arguing other conflicts were equally or more significant than the War of Austrian Succession in Europe during the period 1740 -1815. The response might consider issues such as:

- the significance of the Seven Years War
- the significance of the French Revolutionary Wars
- the significance of the Napoleonic wars to 1812
- the significance of the War of the Sixth and Seventh Coalition against Napoleon 1812-1815
- the significance of ideological conflict 1792-1815

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the War of Austrian Succession was the most significant conflict in Europe during the period 1740 -1815.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features relating to the periods studied, making substantial judgements and exploring relevant concepts.*

Band	Mark	Descriptor
6	28-32	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	22-27	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	17-21	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	12-16	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-11	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 1

PERIOD STUDY 7

REVOLUTION AND NEW IDEAS IN EUROPE c.1780-1881

SPECIMEN PAPER

1 hour 30 minutes

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **ONE** question in Section A and **ONE** question in Section B.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

You are advised to spend around 45 minutes on each question.

UNIT 1

PERIOD STUDY 7

REVOLUTION AND NEW IDEAS IN EUROPE c.1780-1881

Answer **ONE** question in Section A and **ONE** question in Section B.

Section A

Answer one question only from this section

1. How successfully did Tsar Alexander II deal with the problems he faced in Russia? [30]
2. How far do you agree that Napoleon III made very little impact upon the lives of the French people between 1848 and 1871? [30]

Section B

Answer one question only from this section

3. Was the fear of revolution the most significant influence on European relations in the period 1815-1856? [30]
4. Was the contribution of German nationalists the most important influence on the process of German unification between 1830 and 1871? [30]

UNIT 1
PERIOD STUDY 7
REVOLUTION AND NEW IDEAS IN EUROPE c.1780-1881

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How successfully did Tsar Alexander II deal with the problems he faced in Russia?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Tsar Alexander II was successful in dealing with the problems he faced in Russia. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Tsar Alexander II was successful in dealing with the problems he faced. In order to reach a substantiated judgement about this issue, candidates may argue that Tsar Alexander II dealt successfully with the problems he faced during his reign. The response might consider supporting the proposition by considering his reforms:

- the Emancipation of the Serfs: was introduced in order to avoid peasant unrest, to modernise the army and the economy; to right a moral wrong
- army reforms from 1862: He attempted to reform weaknesses exposed by the Crimean War; the improvement in training; expansion of the army reserves; conscription
- financial reforms from 1862: better accounting and auditing procedures; tax farming and excise; tariffs and growth of banks and railways
- government and Judicial Reforms from 1864: with the formation of the Zemstva, Russians at last experienced some kind of representative government; a hierarchy of courts with better trained and educated judges
- education: greater autonomy was given to universities and there was limited reform to secondary and elementary schools

Candidates might consider challenging the proposition in the question by arguing that in some respects Tsar Alexander II was less successful. The response might consider:

- neither the peasants nor the radicals had any real power. The landowners did well out of emancipation; emancipation delayed the modernisation of the Russian economy
- financial gains were short lived as a result of outbreak of war with the Ottomans
- there was no provision for a National Assembly and the Ministry of the Interior was not always subject to the law; repression returned
- student radicalism did not decrease and the literacy rate for Russia was only at 21%
- new problems with relation to radicalism emerged towards the end of his reign and he was assassinated in 1881

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Tsar Alexander II was successful in dealing with the problems he faced during his reign.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that Napoleon III made very little impact upon the lives of the French people between 1848 and 1871?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Napoleon III made very little impact on the lives of the French people between 1848 and 1871. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Napoleon III made very little impact on the lives of the French people between 1848 and 1871. In order to reach a substantiated judgement about this issue, candidates may argue that Napoleon III made very little impact on the lives of the French people. The response might consider supporting the proposition by considering:

- he was concerned more with image rather than alleviating the problems of the people.eg; the transformation of Paris
- the limited powers of the legislative; the control of elections and the influence of public opinion; the exploitation of plebiscites; press censorship and the control of thought
- competition rather than paternalism was his main aim
- he made limited political concessions in order to alleviate the rapid growth of opposition within the government and the country as a whole

Candidates might consider challenging the proposition in the question by arguing that in some respects Napoleon III had a positive impact on the lives of the French people. The response might consider:

- his expansionist economic policy: debit financing; public works and free trade; the large scale mobilisation of funds; a state directed industrial revolution; the redevelopment of Paris; the guarantee of stability and order
- his paternalistic social policy: benevolent attempts at the redistribution of wealth; protection of the working classes; permission of workers to strike and form co-operatives
- the restoration of the Napoleonic tradition and increasing the prestige of France and her people
- he had the support of the people in plebiscites so he must have helped them in some respects

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Napoleon III made very little impact on the lives of the French people.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate key features relating to the periods studied making substantial judgements and exploring relevant concepts.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Was the fear of revolution the most significant influence on European relations in the period 1815-1856?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – the extent to which the fear of revolution was the most significant influence on European relations in the period 1815-1856. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the fear of revolution was the most significant influence on European relations in the period 1815-1856. In order to reach a substantiated judgement about this issue, candidates may argue that the fear of revolution was the most significant influence on European relations in the period 1815-1856. The response might consider supporting the proposition by considering:

- the influence of nationalism and liberalism
- the desire to maintain the balance of power in Europe
- the desire to prevent the spread of revolution through the Congress System and Holy Alliance
- the principle of legitimacy and the establishment of the rule of law
- the actual outbreak of revolution in the 1820s and 1830s

Candidates might consider challenging the proposition in the question by arguing that other factors were the most significant influence on European relations in the period 1815-1856? The response might consider:

- the impact of the Vienna Settlement
- the concept of the Concept of Europe and the Congress System
- the continuing influence of autocratic rule
- national self-interest which led to the growth of divergent views amongst the Powers
- the general spread of liberal and nationalist ideas
- the Eastern Question

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which fear of revolution was the most significant influence on European relations in the period 1815-1856.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Was the contribution of German nationalists the most important influence on the process of German unification between 1830 and 1871?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent of the contribution of German nationalists on the process of unification between 1830 and 1871. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the contribution of German nationalists was the most important influence on the process of unification. In order to reach a substantiated judgement about this issue, candidates may argue that the contribution of German nationalists was the most important influence on the process of unification. The response might consider supporting the proposition by considering:

- the different nationalist solutions to the future of Germany
- the economic spur provided to nationalism by the Zollverein
- the impact of the 1848 revolutions
- the Frankfurt Parliament
- the belief in national unity embodied in the core state of Prussia

Candidates might consider challenging the proposition in the question by arguing that other factors were more responsible for German unification. The response might consider alternate factors such as:

- lessons learnt from the failure of the German Confederation and the Frankfurt assembly
- economic expansion and integration
- the favourable international situation
- Austro-Prussian rivalry leading to Austrian decline and exclusion
- the military strength of Prussia and the various wars fought
- Bismarck and his policies

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the contribution of German nationalists was the most important influence on the process of unification between 1830 and 1871.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features relating to the periods studied, making substantial judgements and exploring relevant concepts.*

Band	Mark	Descriptor
6	28-32	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	22-27	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	17-21	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	12-16	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-11	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 1

PERIOD STUDY 8

**EUROPE IN AN AGE OF CONFLICT AND
CO-OPERATION c.1890-1991**

SPECIMEN PAPER

1 hour 30 minutes

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **ONE** question in Section A and **ONE** question in Section B.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

You are advised to spend around 45 minutes on each question.

UNIT 1

PERIOD STUDY 8

EUROPE IN AN AGE OF CONFLICT AND CO-OPERATION c.1890-1991

Answer **ONE** question in Section A and **ONE** question in Section B.

Section A

Answer one question only from this section

1. How successfully did the League of Nations deal with the problems it faced? [30]
2. How far do you agree that Russia was mainly responsible for the Cold War in Europe after 1945? [30]

Section B

Answer one question only from this section

3. Did Fascist social policy have the greatest impact on the Italian people between 1922 and 1944? [30]
4. Was the New Economic Policy the most important development in the Communist Revolution in Russia in the period 1917-1945? [30]

UNIT 1

PERIOD STUDY 8

EUROPE IN AN AGE OF CONFLICT AND CO-OPERATION c.1890-1991

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How successfully did the League of Nations deal with the problems it faced?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the League of Nations was successful in dealing with the problems it faced. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the League of Nations was successful in dealing with the problems it faced. In order to reach a substantiated judgement about this issue, candidates may argue that the League of Nations dealt successfully with the problems it faced. The response might consider supporting the proposition by considering:

- the League represented a new concept of international relations and collective security
- when states accepted its mediatory functions it could reach notable settlements such as border disputes between Bulgaria and Greece; Finland and Sweden; Mediation in the Corfu incident 1923
- it stood at the centre of European diplomacy when statesmen like Stresemann worked with it.
- it attempted to work out an acceptable world disarmament programme and accepted social and economic responsibilities
- it instigated several humanitarian programmes

Candidates might consider challenging the proposition in the question by arguing that in some respects the League of Nations was less successful. The response might consider:

- the absence of three of the Great Powers in 1920 reflected the reality of the international situation and gravely weakened the effectiveness of the League to deal with the problems it faced.
- it had no means within its covenant to prevent selfish acts of aggression
- in the major confrontations of the inter war period the League failed; Japanese seizure of Manchuria 1931; Italian attacks on Abyssinia; all of Hitler's expansionist moves; 'Peace mongering' was not to the taste of those powers
- the machinery of the League appealed to those nations who were too weak to look after their own interests.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the League of Nations was successful in dealing with the problems it faced.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that Russia was mainly responsible for the Cold War in Europe after 1945?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Russia was mainly responsible for the Cold War in Europe. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Russia was mainly responsible for the Cold War in Europe. In order to reach a substantiated judgement about this issue, candidates may argue that Russia was mainly responsible for the Cold War in Europe. The response might consider supporting the proposition by considering:

- Soviet distrust of the West which followed the 1917 revolution and Western intervention in the Civil War; ideological differences
- the Soviet Union wanted clearly defined benefits from the post war settlement; security; status and protection of communism
- the Sovietisation of Eastern Europe and the consolidation of Russian power; a 'cordon sanitaire'
- the nature and intent of Comecon, Cominform and the Warsaw Pact

Candidates might consider challenging the proposition in the question by arguing that in some respects Russia was not mainly responsible. The response might consider:

- a legacy of acute distrust pre-dated 1945. The new juxtaposition of the superpowers brought them into direct confrontation. This was ideological and territorial
- the division of Germany and Berlin polarised this distrust
- the role of America and the contrasting views on the post war world order; the influence of :The Truman Doctrine and the Marshall plan, NATO, on the growing divergence between East and West
- atomic diplomacy and ideological conflict; the development of the notion of a world divided into Communist and anti-Communist bloc

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Russia was responsible for the Cold War in Europe after 1945.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate key features relating to the periods studied making substantial judgements and exploring relevant concepts.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Did Fascist social policy have the greatest impact on the Italian people between 1922 and 1944?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Fascist social policy had the greatest impact on the Italian people between 1922 and 1944. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Fascist social policy had the greatest impact on the Italian people between 1922 and 1944. In order to reach a substantiated judgement about this issue, candidates may argue that Fascist social policy had the greatest impact on the Italian people between 1922 and 1944. The response might consider supporting the proposition by considering:

- Fascist youth and education policy and their attempts to capture the hearts and minds of the young; the ideological impact of Fascist youth policy
- the attempts to impose Fascist values on women: influences, policies and their effects
- leisure and the totalitarian aspirations of the Dopolavoro (OND)
- welfare provision and the need to demonstrate national commitment and inter class solidarity

Candidates might consider challenging the proposition in the question by arguing that other factors had a greater impact on the Italian people. The response might consider alternate factors such as:

- the ideology and policies and personality of Mussolini
- the transformation of the political system through a battery of repressive laws
- the control of institutions which projected attitudes
- successful domestic policies in the political, economic and cultural areas
- foreign policy initiatives which helped establish the Fascist state
- propaganda and its effects

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Fascist social policy had the greatest impact on the Italian people between 1922 and 1944.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

Was the New Economic Policy the most important development in the Communist Revolution in Russia in the period 1917-1945?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the NEP was the most important development in the Communist Revolution in Russia in the period 1917-1945. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the NEP was the most important development in the Communist Revolution in Russia in the period 1917-1945. In order to reach a substantiated judgement about this issue, candidates may argue that the NEP was the most important development in the Communist Revolution in Russia in the period 1917-1945. The response might consider supporting the proposition by considering:

- the move away from tight state control of the economy
- relaxation of unpopular policies through economic liberalisation
- compromise with the peasantry
- a retreat back to capitalism or 'one step backwards, two steps forward'
- the removal of some of the main causes of discontent with Bolshevism
- a pragmatic response to maintain the Bolshevik revolution

Candidates might consider challenging the proposition in the question by arguing that other factors were the most important development in the Communist Revolution in Russia. The response might consider:

- the impact of key figures such as Trotsky, Stalin and Lenin
- the influence of leadership and ideology
- the use of terror including Stalin's purges
- modernisation in the agricultural, social and cultural spheres
- the role of key interest groups in Russia especially the peasants and industrial workers
- the Five Year Plans

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the NEP was the most important development in the Communist Revolution in Russia in the period 1917-1945.

ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features relating to the periods studied, making substantial judgements and exploring relevant concepts.*

Band	Mark	Descriptor
6	28-32	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	22-27	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	17-21	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	12-16	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-11	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

ASSESSMENT GRID FOR UNIT1

Candidates answer one question in Section A and one question in Section B.

Question	AO1	AO2	AO3
1 or 2	30		
3 or 4	30		
Total	60 marks	20% weighting of total mark for qualification	