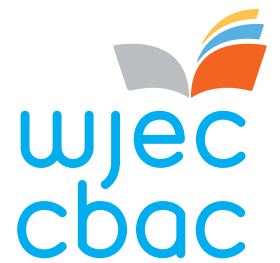


GCE AS/A LEVEL



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 2

SPECIMEN ASSESSMENT MATERIALS

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SUMMARY ASSESSMENT GRID

AS HISTORY

UNIT 2

INTRODUCTION TO SPECIMEN ASSESSMENT MATERIAL

- Unit 2 offers eight optional depth studies. **Centres select one of these to study. This the is the earlier part of the depth study completed in Unit 4.**
- Unit 2 assesses both AO2 and AO3.
- Each option in Unit 2 utilises an identical marking system which ensures consistency of assessment. The marking system contain:
 - 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 2

DEPTH STUDY 1

**THE MID TUDOR CRISIS IN WALES AND ENGLAND
c.1529-1570**

**PART 1: PROBLEMS, THREATS AND CHALLENGES
c.1529-1554**

SPECIMEN PAPER

1 hour 45 minutes

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Answer **both** the questions on the paper.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on each question.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

UNIT 2

DEPTH STUDY 1

THE MID TUDOR CRISIS IN WALES AND ENGLAND c.1529-1570

PART 1: PROBLEMS, THREATS AND CHALLENGES c.1529-1554

Answer **both** the questions on the paper.

QUESTION 1

Study the sources below and answer the question that follows.

Source A

Please inform His Majesty that Wales and the border counties of England were never in better order. Throughout Wales in every respect, justice is embraced as in England and except for three or four petty coiners, no treason is now heard of. Since last Christmas I hear of no stealing, riots, murders or manslaughters. I may assure you that Wales is in such order and quiet as may be found in the best counties of England. The Welsh are pacified and are unlikely ever to resort to that state of lawlessness and disorder to which they were once so addicted.

[Bishop Rowland Lee, Lord President of Wales, writing in a report to the King's Chief Minister, Thomas Cromwell (1538)]

Source B

The household servants of Walter Herbert came into the lordship of Magor in South Wales and entered the house of a wealthy man, Philip Crome, and in a forcible manner took the daughter of one Giles Fawr. With force and violence she was set on horseback and bound fast with a towel to one of the servants. She cried all the way as she was carried into the county of Glamorgan and there with force Walter Herbert did ravish her.

[Sir William Morgan, Lord of the manor of Magor, giving evidence against Walter Herbert in the Court of Star Chamber in London (1538)]

Source C

We understand a great fair is to be held within the town of Ludlow and that while many of Her Majesty's subjects will come to buy and sell, other evil disposed persons will come to pick pockets and steal. We, the Vice-President and the Council of Wales and the Marches, do warn and call upon the bailiffs of the town to look well to their duties and prevent any law-breaking. The sheriff of Ludlow is charged to offer any assistance that may be required by the bailiffs. We will take reports of any law-breaking very seriously and will look to the justices to dispense any punishment that will deter any wrong-doing at future fairs and similar gatherings.

[An official Order issued by the Council of Wales and the Marches, to the bailiffs of the town of Ludlow (1549)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the extent of lawlessness in Wales in the 1530s and 1540s. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

To suggest that greed alone motivated Henry's closure of the monasteries is too simplistic. Henry had once been a passionate supporter of the monastic tradition and went himself on pilgrimage to Hailes Abbey. However, the evidence of lies and corruption uncovered by Cromwell's agents convinced him that the monasteries were beyond reform and that dissolution was the only possible solution. Therefore, it may be argued that religious conviction rather than monetary gain lay at the heart of his monastic policy. The First Act for the Dissolution of the Smaller Monasteries in 1536 demonstrates that reform was contemplated but abandoned in the face of Cromwell's persuasive 'book of evidence'. The financial gains were welcomed by the Crown but were merely a by-product of Henry's religious zeal.

[Geoffrey Baskerville, an academic historian and specialist in Tudor religious history, writing in his specialist text book, *English Monks and the Suppression of the Monasteries* (1937)]

Interpretation 2

The most dramatic change of Henry VIII's Reformation was undoubtedly the dissolution of the monasteries, an enterprise in which the reform of the church was a cover for naked greed. Cloaked by religious motivation, dissolution was a simple device for increasing royal revenue. The prime motivator in this enterprise was the King's faithful servant, Thomas Cromwell. If the King wrestled with his conscience over the issue of monastic dissolution Cromwell did not. The King's chief adviser had embraced the Protestant theology emanating from the continent and to him the monastery was no longer a vital part of the religious life. In truth, Cromwell believed that the monastery had become an anachronism in this brave new world of religious reformation. Even more importantly it could refill the King's empty coffers.

[Richard Rex, an academic historian and specialist in Tudor history, writing in his specialist text book, *Henry VIII and the English Reformation* (1993)]

Historians have made different interpretations about the motives for the dissolution of the monasteries. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that the main reason for the dissolution of the monasteries was the royal desire for wealth? [30]

UNIT 2

DEPTH STUDY 1

THE MID TUDOR CRISIS IN WALES AND ENGLAND c.1534-1570

PART 1: PROBLEMS, THREATS AND CHALLENGES c.1529-1554

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the 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 2.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the extent of lawlessness in Wales in the 1530s and 1540s.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the extent of lawlessness in Wales in the 1530s and 1540s. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is from Rowland Lee, Lord President of Wales, who was appointed by the Tudor government to pacify the region and prepare it for annexation. Lee appears to take pleasure in confirming the success of his mission and candidates might point out his purpose in playing down any remaining lawlessness in Wales. Source A refers to the feeling that Wales in 1538 is much less lawless than it had been in previous years. Specific crimes are highlighted and it is clear that the author feels that the issue of lawlessness no longer persists. The tone of the source is self-congratulatory and could be seen as a politician giving an optimistic gloss to the situation. Certainly the claim of reduced lawlessness is not supported by the other two sources in the collection but the source remains valuable evidence to an historian studying the extent of lawlessness in Wales at this time.
- Source B is from a legal trial at the Court of Star Chamber. The evidence is being given on oath and is likely to be quite reliable. There is no indication of the outcome of the trial, but it appears clear that, despite Lee's claim of reducing crime in Source A, there are still obvious examples of major assaults being carried out at this time. Source B is from the same year, 1538, and provides contradictory evidence of a vicious attack in South Wales. In this instance it appears that lawlessness continues to be a very important issue in some parts of Wales and is thus very valuable in giving balanced evidence when studying lawlessness at this time.
- Source C is also official evidence provided by the organisation that was responsible for the regional government of Wales and the Marches. It shows that the prospect of wrong-doing and law-breaking was still a concern to the authorities, especially in towns which had the right to hold markets and fairs. This was more than ten years after the claims made by Lee in Source A regarding lawlessness in Wales and tends to support the evidence of Source B more. Source C also shows that the regional authorities took the prospect of law-breaking very seriously and there may be a hint in the tone that they were not satisfied with the ability of local officials to take appropriate action.

Overall, candidates will assess the value of the sources to an historian studying the extent of lawlessness in Wales at this time. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material • provide sustained focus on evaluating the sources in the context of the specific enquiry • offer a sustained judgment regarding the value of the sources for the specific enquiry
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material • provide a mostly clear focus on evaluating the sources in the context of the specific enquiry • offer a valid judgment regarding the value of the sources for the specific enquiry
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of the content and authorship of the source material • place the sources in the context of the specific enquiry • offer a clear judgment regarding the value of the sources for the specific enquiry
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material • make an attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least two sources
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract information from the sources with some reference to the authorship of the provided material • make a limited attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least one source
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from some of the source material
Award 0 for incorrect or irrelevant answers		

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the 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 3.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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 valid is the view that the main reason for the dissolution of the monasteries was the royal desire for wealth?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the main reason for the dissolution of the monasteries was the royal desire for wealth.

Candidates are invited to enter into a debate on whether the main reason for the dissolution of the monasteries was the royal desire for wealth. Learners will consider interpretations of this issue within the wider historical debate about reasons for the dissolution of the monasteries. Some of the issues to consider may include:

- Interpretation 1 argues that religious conviction rather than monetary gain lay at the heart of royal monastic policy. Financial issues played a part, but they were not the main reason.
- In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation because the author does attempt to show that Henry was committed to reforming religion and religious practices. The king was convinced by the evidence produced by Cromwell's commissioners and only agreed to the process of dissolution after this evidence was demonstrated. The historian Baskerville argues that the monasteries were not fit for purpose which is why they were dissolved. Greed and finance were simply by-products of the King's true intention which was to thoroughly reform the church and rid it of corruption and abuse. This is a rather traditional view of the motivation for dissolution shown by the date of its creation in the 1530s.
- Interpretation 2 argues that the real and obvious reason for dissolution was monetary. The King was driven by pure greed and that the religious motive was really a cloak for this.
- In analysing and evaluating Interpretation 2 it seems that the historian is convinced that the King, ably supported (or perhaps manipulated) by Cromwell, was motivated by greed rather than any religious consideration. This is the opinion of a revisionist historian who has probably considered the interpretations of earlier historians. In keeping with the need for balance, attention is given to the religious motivation, but the historian is able to argue that this was not the primary reason. Clearly the author of the source, an academic historian and specialist in Tudor history, would have available in 2014 a range of primary sources and the work of historians such as Baskerville to draw upon. Also he is writing in a specialist study which is entirely focused on the religious schism of the time.
- Candidates may show awareness of the wider historical debate surrounding this issue such as the nature of the historiography regarding religious change at this time and dissolution in particular. In particular candidates should be aware of other interpretations such as the avarice and ambition of influential courtiers and politicians and regional and specific reasons.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that the main reason for the dissolution of the monasteries was the royal desire for wealth.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed • provide sustained focus on evaluating the interpretations in the context of the specific enquiry • demonstrate clear awareness of different interpretations of the issue set
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed • provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry • show how the issue has been interpreted in different ways
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of provided material to identify different interpretations • place both interpretations in the context of the specific enquiry • show awareness of different interpretations of the issue
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations • make an attempt to place the interpretations in the context of the specific enquiry • show some awareness of different interpretations of the issue
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend from provided material with only limited analysis shown • make a limited attempt to place the interpretations in the context of the enquiry • show some awareness of the different interpretations of the issue
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • extract information from provided material • have some weak reference to different interpretations of the issue
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 2

DEPTH STUDY 2

ROYALTY, REBELLION AND REPUBLIC c.1625 – 1660

**PART 1: THE PRESSURE ON THE MONARCHY AND
THE DRIFT TO CIVIL WAR c.1625-1642**

SPECIMEN PAPER

1 hour 45 minutes

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Answer **both** the questions on the paper.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on each question.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

UNIT 2

DEPTH STUDY 2

ROYALTY, REBELLION AND REPUBLIC c.1625 – 1660

PART 1: THE PRESSURE ON THE MONARCHY AND THE DRIFT TO CIVIL WAR
c.1625-1642

Answer **both** the questions on the paper.

QUESTION 1

Study the sources below and answer the question that follows.

Source A



[A contemporary illustration attacking Archbishop Laud by suggesting he is about to eat the ears of William Prynne. Prynne had been convicted in Star Chamber of libel and sedition against the religious policy of the King for which he suffered a fine, imprisonment and mutilation (1637)]

Source B

On Sunday 23rd July 1637, the service book was begun to be read in St Giles Church, Edinburgh, where there were present many of the King's Council and a great gathering of all sorts of other people. There appeared no signs of trouble, but no sooner was the book opened by the Dean than a number of the meaner sort, most of them women, by clapping their hands raised such a barbarous hubbub that nobody could either hear or be heard. The Bishop of Edinburgh then stepped into the pulpit intending to appease the public by putting them to mind that the place was holy ground but he was treated with as much irreverence as the Dean and with more violence. If a stool that was aimed at him had not, by the providence of God, been diverted by the hand of one present, the life of the reverend Bishop would have been endangered, if not lost.

[Walter Balcanquhall, Dean of Durham Cathedral and King's Commissioner in Scotland, writing in an official report for the King, entitled *A large declaration concerning the late tumults in Scotland* (1639)]

Source C

I beseech you gentlemen let not us be led on by passion to popular and vulgar errors. We all agree that a Reformation of the Church is most necessary but not so that we strike at the root nor that we attempt a total alteration. I am afraid that for every Bishop we put down in a diocese we shall set up a Pope in every parish. Too much change too soon will strike fear in to the hearts of the people who may feel compelled to rise up and protest. Let us lay aside thoughts of removing bishops but reduce them to their proper standing and have them advised by assemblies of their clergy.

[Lord George Digby, a moderate critic of Laud and of royal policy, in a speech given in Parliament during the debate over the Root and Branch Petition (1641)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the significance of religion as a cause of the Civil War.

[30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

In January 1642, Charles attempted to impeach six of his leading opponents for high treason – Pym, Hampden, Haselrig, Holles and Strode from the Commons and Mandeville from the Lords. Failing to secure the co-operation of the two Houses in their arrest and detention, the King accompanied by 300 heavily armed troops, went to the Commons himself to arrest the Five Members. To the utter dismay of the Parliamentarians present, sitting quietly on the benches, the King forced his way in and conducted a sweep of the chamber. After the initial shock of the King's entry into the debating chamber some MPs recovered their composure and began to loudly voice their disapproval of the King's arbitrary action. Seeing that 'the birds had flown' he determined then and there to destroy Parliament once and for all.

[John Wroughton, a modern historian and specialist in seventeenth-century English history, writing in a general textbook, *The Stuart Age 1603-1714* (1997)]

Interpretation 2

Faced with the prospect of a popular uprising the King felt he had no choice but to offer up Strafford in the spring of 1641 as a sacrifice to preserve the peace and secure the Crown. He still wished to avoid a conflict with his opponents in Parliament. In the event his attempt to show a willingness to co-operate failed. Given the King's aggressive behaviour prior to his abandonment of Strafford, it is likely that this sacrificial act was nothing more than a 'gesture'. This episode served to further undermine the Crown because the remaining royal advisers trusted Charles a little less while his adversaries in Parliament hated him a little more. The mistrust between the two sides was such that armed conflict was almost inevitable. Both sides waited patiently for the spark that would ignite the predicted war.

[M.F.Keeler, a modern historian and specialist in seventeenth century political history, writing in a specialist textbook, *The Long Parliament, 1640-1641* (1954)]

Historians have made different interpretations about the relationship between the King and Parliament up to 1642. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that up to 1642 the King was prepared to co-operate with Parliament? [30]

UNIT 2

DEPTH STUDY 2

PART 1: THE PRESSURE ON THE MONARCHY AND THE DRIFT TO CIVIL WAR c.1625-1642

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focussed on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the 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 2.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the significance of religion as a cause of the Civil War.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the significance of religion as a cause of the Civil War. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A has some use in considering the significance of religion as a cause of the Civil War. This source illustrates the type of anonymous publications circulating during the mid to late 1630s which were critical of the harsh punishment given to critics such as Prynne. There is likely to be comment on the nature of the punishment and its perceived cruelty. This source suggests that there was a growing resentment at the harsh treatment of those who dared publish pamphlets criticising the Crown and its ministers. The visual nature of the evidence shows an historian studying this issue that serious criticism could be made in illustrative form and was likely to have reached a wider audience rather than a written criticism.
- Source B refers to a violent reaction in Edinburgh sparked off by popular reaction to the introduction of a revised prayer book in Scotland by King Charles I in 1637. The source is descriptive but does give a clear indication of the strength of feeling over this development. The author is Walter Balcanquhall, the King's Commissioner in Scotland. He is obviously very shocked by the events he is describing and highlights the violent reaction of the congregation very clearly. His evidence shows the historian how important religion was as a source of conflict at this time and how it stirred great emotion in Scotland in particular. Candidates may be able to link this incident to the Bishops Wars in Scotland and ultimately it would help to spark off the Civil War in England.
- Source C is concerned with the Root and Branch petition in 1641, the context being that this was a measure to remove the system of Bishops in England. It was part of a series of disputes over religion between Parliament and the King. Source C part of a debate in Parliament. Digby's evidence again shows how religion was a major area of contention in England with Parliament wishing to reduce the power of the Bishops. However, the tone of Digby's contribution appears conciliatory and shows that the issue of religion attracted a wide spectrum of reaction. This source is of value to an historian studying the significance of religion as it is symptomatic of the on-going disputes between King and Parliament which were to break out in civil war the following year.

Overall, candidates will assess the value of the sources to an historian studying the significance of religion as a cause of the Civil War. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material</i> • <i>provide sustained focus on evaluating the sources in the context of the specific enquiry</i> • <i>offer a sustained judgment regarding the value of the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material</i> • <i>provide a mostly clear focus on evaluating the sources in the context of the specific enquiry</i> • <i>offer a valid judgment regarding the value of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of the content and authorship of the source material</i> • <i>place the sources in the context of the specific enquiry</i> • <i>offer a clear judgment regarding the value of the sources for the specific enquiry</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material</i> • <i>make an attempt to place the sources in the context of the enquiry</i> • <i>offer a limited judgment on the value of at least two sources</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract information from the sources with some reference to the authorship of the provided material</i> • <i>make a limited attempt to place the sources in the context of the enquiry</i> • <i>offer a limited judgment on the value of at least one source</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract from some of the source material</i>
Award 0 for incorrect or irrelevant answers		

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the 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 3.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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 valid is the view that up to 1642 the King was prepared to co-operate with Parliament?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that up to 1642 the King was prepared to co-operate with Parliament.

Candidates are invited to enter into a debate on whether the King was prepared to co-operate with Parliament up to 1642. Learners will consider interpretations of this issue within the wider historical debate about relations between the King and Parliament up to 1642. Some of the issues to consider may include:

- Interpretation 1 argues that by early 1642 the King had lost patience. In early 1642 the King was determined to impeach six of his leading opponents for high treason. This he tried to do supported by armed troops. When this attempt failed Charles was determined then to destroy Parliament once and for all.
- In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation because the author states that Charles was clearly trying to purge Parliament of some troublesome opponents. At the very least he wished to control these members of Parliament. It was only after Parliament refused to help him arrest the six men that the King resolved to close the institution. Had it co-operated, the King might have acted differently. The actions of the King as portrayed by Wroughton are hardly those of a monarch seeking to co-operate. Clearly the author of the source, a specialist in this period, would have available in 1997 a range of primary sources and the work of earlier historians to draw upon though as he is writing in a general history of the seventeenth century he may well present his interpretation in more general terms for his audience.
- Interpretation 2 argues that the King was determined to avoid conflict and confrontation up to early 1642. However, his desire to do this was flawed as relations were so strained that any of his attempts to stabilise the situation were seen as mere gestures.
- In analysing and evaluating Interpretation 2, the historian suggests that the relationship between the King and Parliament was so tense and complex by early 1642 that co-operation was unlikely. The King's attempt to broker a deal by sacrificing Wentworth was probably a calculated act to gain time while plotting to undermine the power and authority of Parliament. His view is not that different to that of Wroughton but the background is explained more clearly in the extract. The author is writing in the 1950s, but his work is a very specialist study of the Long Parliament and his interpretation is likely to be much more focused on the specific issue.
- Candidates may show awareness of the wider historical debate surrounding this issue such as changing nature of the historiography regarding relations between the King and Parliament. In particular candidates should be aware of other interpretations such as the more traditional view that the King had no intention of co-operating with his Parliament and was determined to crush any attempt to gain more power.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that up to 1642 the King was prepared to co-operate with Parliament.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: *Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed</i> • <i>provide sustained focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>demonstrate clear awareness of different interpretations of the issue set</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed</i> • <i>provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>show how the issue has been interpreted in different ways</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of provided material to identify different interpretations</i> • <i>place both interpretations in the context of the specific enquiry</i> • <i>show awareness of different interpretations of the issue</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations</i> • <i>make an attempt to place the interpretations in the context of the specific enquiry</i> • <i>show some awareness of different interpretations of the issue</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend from provided material with only limited analysis shown</i> • <i>make a limited attempt to place the interpretations in the context of the enquiry</i> • <i>show some awareness of the different interpretations of the issue</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>extract information from provided material</i> • <i>have some weak reference to different interpretations of the issue</i>
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 2

DEPTH STUDY 3

**REFORM AND PROTEST IN WALES AND ENGLAND
c.1783-1832**

**PART 1: RADICALISM AND THE FIGHT FOR
PARLIAMENTARY REFORM c.1783-1832**

SPECIMEN PAPER

1 hour 45 minutes

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Answer **both** the questions on the paper.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on each question.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

UNIT 2

DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND c.1783-1832

PART 1: RADICALISM AND THE FIGHT FOR PARLIAMENTARY REFORM c.1783-1832

Answer **both** the questions on this paper

QUESTION 1

Study the sources below and answer the question that follows.

Source A

SIR

Information has just been given in, that you are a holder of those detestable Shearing Frames, and I was desired by my men to write to you, and give you fair warning to pull them down, and for that purpose I desire that you will understand I am now writing to you, you will take notice that if they are not taken down by the end of next week, I shall detach one of my lieutenants with at least 300 men to destroy them, and furthermore take notice that if you give us the trouble of coming thus far, we will increase your misfortunes by burning your buildings down to ashes, and if you have the impudence to fire at any of my men, they have orders to murder you and burn all your Housing. We hope for assistance from the French Emperor in shaking off the Yoke of the Rottenest, wickedest and most Tyrannical Government that ever existed, then down comes the Hanover Tyrants and all our tyrants from the greatest to the smallest, and we will be governed by a just Republic. We will never lay down our arms till the House of Commons passes an act to put down all the machinery hurtful to the Commonality and repeal that to the Frame Breakers.

Signed by the General of the Army of Redressers

NED LUDD

Clerk

[An anonymous letter sent to a landowner in Yorkshire in 1812 and placed in government files]

Source B

It appears that almost immediately after the suppression of the United Societies, established in different towns in this district for affecting a reform of Parliament, some of the most violent members associated together, in a private and clandestine manner. At these meetings, it is supposed to have become a question for deliberation, whether a change in the representation might not be effected without the intervention of Parliament, and a project appears to have been communicated to them by a Mr Oliver. This person is said to have represented to these credulous men, that all the people in the Metropolis were favourable to a complete change in the government. and that it was absolutely settled, that on the night of the 8th June a general rising would take place.

[From a newspaper *The Leeds Mercury*, on 14th June 1817, commenting on the Derbyshire Uprising]

Source C

In ten minutes from the commencement of the havoc, the field was an open and almost deserted space. The sun looked down through a sultry and motionless air. The hustings remained, with a few broken or hewed flag-staves erect, and a torn and gashed banner or two drooping; whilst over the whole field, were strewed caps, bonnets, hats, shawl, and shoes, and other parts of male and female dress; trampled, torn and bloody. The yeomanry had dismounted – some were easing their horses' girths, others adjusting their accoutrements; and some were wiping their sabres. Several mounds of human beings still remained where they had fallen, crushed down and smothered. Some of these were still groaning – others with staring eyes, were gasping for breath, and others would never breathe more. All was silent save those low sounds, and the occasional snorting and pawing of steeds. Persons might sometimes be noticed peeping from attics and over the tall ridgings of houses, but they quickly withdrew, as if fearful of being observed, or unable to sustain the full gaze, of a scene so hideous and abhorrent.

[From the radical activist Samuel Bamford's *Passages in the Life of a Radical*, published in 1844.
In this book, Bamford is recalling the immediate aftermath of
the Peterloo Massacre in 1819]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying popular protest in the period 1812-1822. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

The Reform Act created a radically different electoral landscape. Not only did the number of voters increase (in Scotland's case, more than thirteenfold), but with the weakening of patron control, the number of elections that went to a poll also rose sharply. In the first general election held under the new system in 1832, over 43,000 Scots were able to cast their votes. So, at the next elections in 1835, were more than 9,000 Welshmen. Up to a point, then, a representative system which had been weighted in favour of England, in favour of the south, and in favour of the centrifugal forces of local interests and individual electoral patrons, had been replaced by one more uniformly British, more closely supervised by the state, and considerably more democratic. The most obvious abuses and anomalies had been swept away, and social groups and regions that contributed massively to Britain's wealth but had previously lacked direct representation now gained it. By European standards, the new British electorate of 656,000 was very large indeed, bearing in mind that Austria, Denmark, Russia and Greece still had no popularly elected national legislative assemblies at all. A much bigger proportion of men could now vote in Britain than in France, Spain, Belgium or the Netherlands.

[Linda Colley, an academic historian and specialist in eighteenth century British history, writing in a textbook, *Britons: Forging the Nation 1701-1837* (1992)]

Interpretation 2

The position of the establishment was strengthened by political reform. The 1832 Reform Act may have extended the vote but it did so in a circumspect manner. The 'concessions' were to the urban middle class and in rural areas the power of the landowner could well have been increased. The Chandos clause seems to have helped the Tories in the counties though its effects were seldom decisive. Plenty of freeholders were just as dependent on Tory landowners as any tenant-at-will. Where county constituencies were uncontested – sixty per cent were uncontested in 1847 – and landowners agreed on candidates, the 1832 Act was irrelevant. Even so, few of the new voters wanted to challenge the landed aristocracy. The middle class remained deferential within limits. The Act had not dethroned land and made industry supreme.

[Richard Brown, a specialist in nineteenth century British history, writing in a textbook *Change and Continuity in British Society 1800-50* (1987)]

Historians have made different interpretations of the Reform Act of 1832. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that the 1832 Reform Act was a conservative measure?

[30]

UNIT 2

DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND c.1812-1867

PART 1: RADICALISM AND THE FIGHT FOR PARLIAMENTARY REFORM c.1812-1832

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focussed on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the 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 2.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT 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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying popular protest in the period 1812-1822.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying popular protest in the period 1812-1822. Knowledge of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is an example of Luddite letter which was deposited in the Home Office files. The source makes clear the causes of Luddite discontent notably the advent of new machinery and the desperation of the movement in its threats to destroy these new machines, commit arson and, if necessary, exact severe reprisals for the use of force. There is an interesting reference to Napoleon, as late as 1812, as a potential source of help in countering what is seen to be a tyrannical government and monarchy. The language and tone of the source does provide first hand evidence of the Luddite threat, its purposes and hopes but an historian would be aware that there is another side to the issue, for example, the efficiency and profits to be made by new industrial techniques, the fear engendered by the recent French Revolution and the priorities of a government attempting to counter any potential disorder.
- Source B is a contemporaneous newspaper report of the Derbyshire uprising in 1817. The source makes clear the link with parliamentary reform and the activity of Mr. Oliver in fomenting unrest. The context is the popular protest about reforms or the lack of it and the government's use of an agent provocateur: the newspaper report is a valuable record of a key event in the history of popular protest in the post war period. The language and tone of the report betrays the newspaper's sympathies with its comments on the private and clandestine gatherings of violent men and their credulity. An historian would be aware of the newspaper's slant and would take this into account in evaluating a useful contemporary record of a key event.
- Source C is an evocative recollection of a key event in the period 1812-1822, the Peterloo massacre 1819. Bamford's account encourages sympathy for the demonstrators with his descriptions of the pathetic remains of the protestors' belongings, the wreckage of the hustings and the horror of the heaped bodies. The image of the yeomanry wiping their bloody sabres is powerful as in Bamford's choice of descriptive language such as "abhorrent" and the sympathetic tone of his description. An historian would be aware of Bamford's radicalism and his sympathies and would take this into account when considering this report against others who might consider the aims and intentions of the magistrates and yeomanry.

Overall, candidates will assess the value of the sources to an historian studying popular protest in the period 1812-1822. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material provide sustained focus on evaluating the sources in the context of the specific enquiry offer a sustained judgment regarding the value of the sources for the specific enquiry
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material provide a mostly clear focus on evaluating the sources in the context of the specific enquiry offer a valid judgment regarding the value of the sources for the specific enquiry
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate valid analysis and evaluation of the content and authorship of the source material place the sources in the context of the specific enquiry offer a clear judgment regarding the value of the sources for the specific enquiry
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material make an attempt to place the sources in the context of the enquiry offer a limited judgment on the value of at least two sources
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> comprehend and extract information from the sources with some reference to the authorship of the provided material make a limited attempt to place the sources in the context of the enquiry offer a limited judgment on the value of at least one source
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> comprehend and extract from some of the source material
Award 0 for incorrect or irrelevant answers		

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the 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 3.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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 valid is the view that the 1832 Reform Act was a conservative measure?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the 1832 Reform Act was a conservative measure.

Candidates are invited to enter into a debate on the extent to which the 1832 Reform Act was a conservative measure. Candidates will consider interpretations of this issue within the wider historical debate about the 1832 Reform Act. Some of the issues to consider may include:

- Interpretation 1 argues that the 1832 Reform Act achieved significant change in the numbers voting – an electorate of 656,000 was very large by European standards and proportionately significant.
- In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation as it is firmly grounded in the context of the reasons for reform notably the abuses of the old parliamentary system, the lack of representation for key social groups and a more even geographical distribution of parliamentary representation. Moreover the number of elections that now took place had also increased, the worst abuses of the old system had been swept away and the wealth-creating middle classes enfranchised. These are seen as major, radical changes pointing to a much more democratic society. The author is a well-respected historian who has marshalled quantitative and comparative evidence to back up her interpretation.
- Interpretation 2 argues that the 1832 Reform Act strengthened the establishment. The increase in the vote was limited: indeed power of landowners may well have been enhanced. Far from enfranchising the industrial classes the landowning aristocracy remained dominant and the middle classes differential.
- In analysing and evaluating Interpretation 2 answers might argue that this is a valid interpretation as it is firmly grounded in evidence from the operation of the Chandos clause, the numbers of uncontested county elections and the lack of challenge from the new voters. The author's research and specialism suggests that he will have used evidence carefully to produce his conclusions.
- Candidates may show awareness of the wider historical debate surrounding this issue such as the revival of the Whigs as a political force after the collapse of the Tory government in 1830, the fear of popular revolt, the unrest in rural areas and the powerful arguments in favour of reform in order to preserve the fundamentals of established government.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that the 1832 Reform Act was a conservative measure.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed provide sustained focus on evaluating the interpretations in the context of the specific enquiry demonstrate clear awareness of different interpretations of the issue set
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry show how the issue has been interpreted in different ways
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate valid analysis and evaluation of provided material to identify different interpretations place both interpretations in the context of the specific enquiry show awareness of different interpretations of the issue
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations make an attempt to place the interpretations in the context of the specific enquiry show some awareness of different interpretations of the issue
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> comprehend from provided material with only limited analysis shown make a limited attempt to place the interpretations in the context of the enquiry show some awareness of the different interpretations of the issue
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> extract information from provided material have some weak reference to different interpretations of the issue
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 2

DEPTH STUDY 4

**POLITICS AND SOCIETY IN WALES AND ENGLAND
c.1900-1939**

**PART 1: POLITICS, SOCIETY AND THE WAR: WALES
AND ENGLAND c.1900-1918**

SPECIMEN PAPER

1 hour 45 minutes

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Answer **both** the questions on the paper.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on each question.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

UNIT 2

DEPTH STUDY 4

POLITICS AND SOCIETY IN WALES AND ENGLAND c.1900-1939

PART 1: POLITICS, SOCIETY AND THE WAR: WALES AND ENGLAND c.1900-1918

Answer **both** the questions on the paper

QUESTION 1

Study the sources below and answer the question that follows.

Source A

Cardiff is essentially a well-kept and well-governed city. The visitor comes to it under the impression that he will find a city stained with the sins of its coal trade, that its streets will be dirty and ill-kept, but he soon finds his pre-conceived notions scattered before reality. The city has been much improved in recent years, and the lower elements of society are kept in check in their respective areas. There are new buildings and parks, large open spaces, substantial houses and commercial properties. The city gives the visitor the feel of urban pride and the prospect of prosperity.

[From an article entitled "Tourism in Wales - Visiting Cardiff" published in *Mayfair*, a society magazine produced in England and read mainly by the upper class (1912)]

Source B

It is true that the houses in the area are in need of attention, but closer inspection of the general conditions leaves one with the clear view that the housing issue isn't a problem, it is rather the unhygienic practices of the people themselves and their children. On the whole I found the housing situation to be good and rents affordable and reasonable. The sanitary movement and public health reforms, together with the paternalism of the employers, have been instrumental in moderating the potential effects of industrialisation and in improving the health of the people of the area.

[Dr. F.H. Smith, a medical inspector employed by the local coal owners, writing in a report on the living conditions of the people of the Rhondda Valley (1913)]

Source C

In towns and villages all over the area, poverty is causing huge neglect. Mothers are having to work to scrape a living and are leaving their children at home alone or are in the care of others who are too old or too young to look after them properly. Medical officers testify that it is impossible to bring up healthy children in these conditions. In Senghenydd, many families live in wooden huts and have scarcely enough food for one meal a day. In many of the huts there are dead bodies. In one house the body of a man lay in the only room in the house which also housed the widow, her four children and a lodger, all wearing rags rather than clothes.

[From an article in the South Wales Daily News, a left-wing newspaper supportive of workers' rights (1910)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying living conditions in Wales before 1918. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

There was no firm programme of social and political reform in 1906 when the Liberals came to power. However, it quickly became clear to the New Liberals that a new political force had appeared in British politics and that a new approach was needed if they were to retain their foothold in an evolving democratic state. Lloyd George deliberately stoked up controversy in the 1909 Budget by turning on wealthy landowners, who were refusing to contribute a fair share to the costs of social welfare. By doing this, Lloyd George would ensure that the Liberal Party would be committed to radical change. A key part of his plan lay in gaining an advantage over the Labour Party. This did not involve preaching socialism or starting a class war. By attacking greedy landowners Lloyd George hoped to unit people of all classes behind himself and the Liberals.

[Martin Pugh, an academic historian and specialist in twentieth century British history, writing in a biography of Lloyd George (1988)]

Interpretation 2

Lloyd George was clearly always a man destined for higher office. He truly believed that he had been given the task of looking after the common man and being the champion for the silent majority. This can be seen in his role in the reforms of the government after 1906. He looked down on those who had been born into privilege and ridiculed their opinions for he believed that they did not know the real world. He was aggressive and determined to see things through. On the other hand Lloyd George was arrogant and at times quite oppressive in his behaviour.

[Henry Jones, a specialist in Welsh history, writing in a short article entitled *Lloyd George – the man and the mission* (1956)]

Historians have made different interpretations about Lloyd George. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that Lloyd George was an effective politician?

[30]

DEPTH STUDY 4

POLITICS AND SOCIETY IN WALES AND ENGLAND c.1900-1939

PART 1: POLITICS, SOCIETY AND THE WAR: WALES AND ENGLAND, c.1900 – 1918

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focussed on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the 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 2.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying living conditions in Wales before 1918.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying living conditions in Wales before 1918. Knowledge of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A suggests that the living conditions in Wales were much better than the author expected on his visit to Cardiff. This is of value to an historian because it shows that the perceptions of the time in certain quarters about Wales were clearly diametrically opposed to the conditions in Cardiff. The source is limited in focussing only on Cardiff and does not consider the areas that feature in Source B and C. The tone of the source suggests that the historian should be aware of the class difference between the audience of the article and their conception of living conditions in the industrialised working class areas that they believed was Wales. The source provides accurate and reliable evidence of value to an historian of conditions in Cardiff if not in all areas of Wales.
- Source B is of value to an historian because it provides an insight to the outlook of the coal owners and their agents who sought to blame the poor living conditions on the people themselves while pointing out some of the improvements being made by owners and others. The historian would be aware of the biased nature of the doctor employed by the owners and would find the evidence difficult to reconcile with the evidence in Source C. The tone of the source appears to be one sided with favourable comments about the employers and criticism of the workers as in the context of industrialised Wales the historian would understand that the infrastructure of areas like the Rhondda Valley were a cause of concern at the time. The historian would be aware also of the purpose of the report and the possible objectives of the author.
- Source C appears to give evidence to an historian that there were very difficult living conditions in some areas of Wales though, like Source A and B, it refers to a narrow area of Wales and does not cover the majority of the geographical area of Wales. The historian would be aware of the potential of bias of the article from a newspaper supportive of workers' rights, especially given the industrial disputes of 1910. The tone of the article, the emotional language used, the details of the dead body and the particular focus on the plight of one family would cause the historian to look closely at the purpose of the evidence provided, to check the veracity of the statements and to attempt to place that evidence in relation to conditions in Cardiff and the Rhondda Valleys as well as the rest of Wales.

Overall, candidates will assess the value of the sources to an historian studying living conditions in Wales before 1918. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material • provide sustained focus on evaluating the sources in the context of the specific enquiry • offer a sustained judgment regarding the value of the sources for the specific enquiry
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material • provide a mostly clear focus on evaluating the sources in the context of the specific enquiry • offer a valid judgment regarding the value of the sources for the specific enquiry
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of the content and authorship of the source material • place the sources in the context of the specific enquiry • offer a clear judgment regarding the value of the sources for the specific enquiry
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material • make an attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least two sources
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract information from the sources with some reference to the authorship of the provided material • make a limited attempt to place the sources in the context of the enquiry • offer a limited judgment on the value of at least one source
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from some of the source material
Award 0 for incorrect or irrelevant answers		

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the 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 3.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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 valid is the view that Lloyd George was an effective politician?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that Lloyd George was an effective politician.

Candidates are invited to enter into a debate on the extent to which Lloyd George was an effective politician. Candidates will consider interpretations of this issue within the wider historical debate about the effectiveness of Lloyd George as a politician. Some of the issues to consider may include:

- Interpretation 1 argues that Lloyd George was an effective politician who faced the challenge from organised labour, and the emergence of the Labour movement as a new political force by seeking to gain support from across the electorate by focussing on the debate on the “greedy landowners” rather than on the emerging LRC which claimed to represent the working classes.
- In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation because Lloyd George was a principal member of the Liberal governments of 1906-1914 and was instrumental in the events of the People’s Budget and the Constitutional Crisis. His “People vs Peer” campaign can be seen in the context of the electoral issues between the Liberals, the Conservatives and the emerging Labour party. The author of the source, would have had available a range of primary sources and the work of other specialist historians to draw upon and as he is writing in a biography that would be closely reviewed had to offer an interpretation that could be fully supported.
- Interpretation 2 argues that although Lloyd George was motivated by disdain for the upper class he was an effective politician committed to bringing about change for the common man. However, the source infers that his effectiveness may have been limited because of his character and behaviour.
- In analysing and evaluating Interpretation 2 answers might argue that this is a valid interpretation because the author does suggest that although Lloyd George’s faults may have limited his effectiveness he was able to see things through – such as the Constitutional Crisis and later as Minister of Munitions and Prime Minister during the First World War. Lloyd George was effective in pushing through a series of reforms at the Board of Trade, at the Treasury and in Downing Street and you needed to be an effective politician to rise from his position in life to become Prime Minister. The author produced his work about a decade after the death of Lloyd George and would be well aware of the opportunist charges made against Lloyd George in the period following his usurping of Asquith in 1916, the split in the Liberal party and his fall from office in 1922 and the claims of his supporters who see him as the champion of the common man and in 1918 as the effective leader – the “Man who won the War.”
- Candidates may show awareness of the wider historical debate surrounding this issue such as the differing views between those who portray Lloyd George as a principled and effective politician and those who view him as a self-serving political opportunist.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that Lloyd George was an effective politician.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed provide sustained focus on evaluating the interpretations in the context of the specific enquiry demonstrate clear awareness of different interpretations of the issue set
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry show how the issue has been interpreted in different ways
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate valid analysis and evaluation of provided material to identify different interpretations place both interpretations in the context of the specific enquiry show awareness of different interpretations of the issue
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations make an attempt to place the interpretations in the context of the specific enquiry show some awareness of different interpretations of the issue
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> comprehend from provided material with only limited analysis shown make a limited attempt to place the interpretations in the context of the enquiry show some awareness of the different interpretations of the issue
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> extract information from provided material have some weak reference to different interpretations of the issue
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 2

DEPTH STUDY 5

THE RELIGIOUS REFORMATION IN EUROPE c.1500-1564

PART 1: THE OUTBREAK AND SPREAD OF THE REFORMATION IN GERMANY c.1500- 1531

SPECIMEN PAPER

1 hour 45 minutes

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Answer **both** the questions on the paper.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on each question.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

UNIT 2

DEPTH STUDY 5

THE RELIGIOUS REFORMATION IN EUROPE c.1500-1564

**PART 1: THE OUTBREAK AND SPREAD OF THE REFORMATION IN GERMANY
c.1500-1531**

Answer **both** the questions on this paper

QUESTION 1

Study the sources below and answer the question that follows.

Source A

Since truth cannot contradict truth, we declare that every statement contrary to the enlightened truth of faith is totally false and we strictly forbid teaching of it. We decree that all those who cling to false statements of this kind, thus sowing heresies which are wholly condemned, should be avoided in every way and punished as detestable and foul heretics and infidels who are undermining the Catholic faith. Moreover, we strictly enjoin each and every philosopher who teaches publicly in the universities or elsewhere, that when they explain to their audience the principles or conclusions of philosophers (where these are known to be different from the true faith, for example suggesting the mortality of the soul or of there being only one soul), they are obliged to devote their every effort to clarify for their listeners the truth of the Christian religion.

[From a decree entitled: 'The Condemnation of Every Proposition Contrary to the Truth of Christian Faith', issued by the Fifth Lateran Council (December 1513)]

Source B

6. The Pope cannot remit any guilt, except by declaring and showing that it has been remitted by God

13. The dying are free from all penalties, are already dead as far as the canon laws are concerned and have a right to be released from guilt.

21. Preachers of indulgences are wrong when they say that a man is absolved from every penalty by the Pope's indulgences.

43. Christians should be taught that one who gives to the poor, or lends to the needy, does a better action than if he purchases pardons.

45. Christians are to be taught that he who sees a needy man and passes him by, yet gives his money for indulgences, does not buy papal indulgences but God's wrath.

[Martin Luther writing in his Ninety Five Theses (1517)]

Source C

I would have religion purified without destroying authority. The practices of the Church grown corrupt by long usage might be gradually corrected without throwing everything into confusion. Luther sees certain things, such as selling indulgences, to be wrong, and in flying at that causes more harm than he cares. Order human beings as you will, there will still be faults enough and there are remedies worse than the disease. It would have been good if Luther had tried as hard to improve popes and princes as to expose their faults. He might come to regret popes and bishops. The devil is a clever fellow and success like Luther's might spoil the most modest of men.

[Erasmus, a leading Humanist, writing in a letter to Philip Melanchthon, a reformer (1524)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying criticism of the Catholic Church by 1524. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

Martin Luther's particular cast of mind, profound emotion and established ideas all helped the Reformation as a movement take the path it did, and to shatter the unity of Christendom. He was responding to a widespread discontent with contemporary religion and then the movement which Luther had started, gathered impetus under the pressure of religious devotion and secular ambition and started a world revolution. Other reformers to a greater or lesser extent depended on what Luther had already achieved. Martin Luther's ideas formed the foundation for political and economic individualism. He had broken the unity of the Church.

[V.H.H. Green, an academic historian, writing in a general textbook about European change, *Renaissance and Reformation* (1964)]

Interpretation 2

There is no doubt that the Luther affair owed much of its early momentum to the fact that it was perceived as a national event. For many people it was just another contest between the German nation and Rome. In many ways Luther was merely seen as a figurehead or a spokesman of national interests. Also the Luther affair was certainly not the first time that criticism had been directed at the scholastic theologians. Humanists and theologians had been trading barbs for decades, and for many of Luther's earliest supporters the controversy was viewed as yet another episode in this long running feud.

[C. Scott Dixon, an academic historian specialising in European history, writing in a specialist text book, *The Reformation in Germany* (2002)]

Historians have made different interpretations of Martin Luther's role in the outbreak of the Reformation in Germany. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that Martin Luther was responsible for the outbreak of the Reformation in Germany?

[30]

UNIT 2

DEPTH STUDY 5

THE RELIGIOUS REFORMATION IN EUROPE c.1500-1564

**PART 1: THE OUTBREAK AND SPREAD OF THE REFORMATION IN GERMANY
c.1500-1531**

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focussed on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the 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 2.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying criticism of the Catholic Church by 1524.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying criticism of the Catholic Church by 1524. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is an official decree from the Church hierarchy. It was written before Luther's attack but after Erasmus' work was published. It is an attempt to counter the criticism of the Catholic Church. The Church shows itself determined to attack what it sees as false teaching and heresy, and as such is a reaffirmation of Catholic teaching. The tone of the source is defensive as is essentially Catholic propaganda deliberately deployed in order to illicit a sense of loyalty and conformity towards the 'true faith'. The title of the decree reveals the total reluctance of the Catholic Church to accept criticism and to maintain that any other proposition is merely untruth. The source remains valuable evidence to an historian studying the Catholic Church and its refusal to accept the criticism that it faced.
- Source B is from Luther's 95 Theses. The Theses are generally regarded as a true statement of his concerns and are largely factual and supported. This extract from the 'Theses' focuses upon the issue of indulgences which were central to the criticism of the Church but only formed part of a wider criticism. This source is valuable to historians because Martin Luther's Theses are often referenced as the document which set the challenge to the Church, which then intensified the debate of whether a foreign power had the right to tax Germans. Luther challenged the premise that through the sale of indulgences one could find absolution. He saw indulgences as a money making scheme by an authority outside Germany.
- Source C is from Erasmus, a leading humanist scholar. He takes a critical view of some of the practices of the established Church but he also stepped back from calling for outright schism with the Catholic Church. This source was written in 1524, and is a typical example of the correspondence which circulated at the time between critics of the Catholic Church. Letters like this which are likely to reveal innermost thought also reveal that even amongst the reformers there were real differences of opinion about the way forward. In this case Erasmus is keen to reform popes and bishops rather than merely exposing their weaknesses. The tone of the source reveals Erasmus' frustration and exasperation with Luther, who has taken his criticisms further than he ever imagined. As such this source is reliable to historians studying criticism of the Catholic Church because it shows the differences in nature and degree of those criticisms.

Overall, candidates will assess the value of the sources to an historian studying criticism of the Catholic Church by 1524. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material</i> • <i>provide sustained focus on evaluating the sources in the context of the specific enquiry</i> • <i>offer a sustained judgment regarding the value of the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material</i> • <i>provide a mostly clear focus on evaluating the sources in the context of the specific enquiry</i> • <i>offer a valid judgment regarding the value of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of the content and authorship of the source material</i> • <i>place the sources in the context of the specific enquiry</i> • <i>offer a clear judgment regarding the value of the sources for the specific enquiry</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material</i> • <i>make an attempt to place the sources in the context of the enquiry</i> • <i>offer a limited judgment on the value of at least two sources</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract information from the sources with some reference to the authorship of the provided material</i> • <i>make a limited attempt to place the sources in the context of the enquiry</i> • <i>offer a limited judgment on the value of at least one source</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract from some of the source material</i>
Award 0 for incorrect or irrelevant answers		

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the 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 3.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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 valid is the view that Martin Luther was responsible for the outbreak of the Reformation in Germany?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that Martin Luther was responsible for the outbreak of the Reformation in Germany.

Candidates are invited to enter into a debate on whether Martin Luther was responsible for the outbreak of the Reformation in Germany. Learners will consider interpretations of this issue within the wider historical debate about responsibility for the Reformation. Some of the issues to consider may include:

- Interpretation 1 argues that Luther had a great influence on the Reformation because he gave unity to the general criticism of the Church and initiated a world revolution.
- In analysing and evaluating Interpretation 1 answers might argue that Green is displaying an interpretation which was acceptable to historians studying in the 1960s, but which has now been challenged. His publication is also a general book which for a general audience and summarises the traditional view of Luther as a great man and an inspirational leader. As a result he exercised an enormous influence upon the direction which the Reformation took inside and outside of Germany. Seen thus, Luther was responsible for the Reformation. However, such a view examines the Reformation in a narrow context which has become the subject of debate.
- Interpretation 2 argues that Luther was merely the figurehead for the Reformation which owed more to nationalism and the longstanding political struggle between Germany and the Vatican.
- In analysing and evaluating Interpretation 2 it seems that Luther contributed only another episode in a longstanding struggle with the Catholic Church. Scholastic theologians were the subject of criticism for decades. Seen thus, Luther's controversy was viewed as yet another episode in a long running feud. This is the opinion of a revisionist historian who has probably considered the interpretations of earlier historians. In keeping with the need for balance, attention is given to the context of the Reformation. Clearly the author of the source, an academic historian and specialist in European history, would have available in 2014 a range of primary sources and the work of historians such as Green to draw upon. Also he is writing in a specialist study which is entirely focused on the Reformation in Germany.
- Candidates may show awareness of the wider historical debate surrounding this issue such as changing nature of the historiography regarding religious change at this time and dissolution in particular. In particular candidates should be aware of other interpretations such as economic and social strife which made Germany ripe and susceptible to change or the view that the corruption of the Catholic Church was a catalyst for reform. Also the impact of the new ideas unleashed by the Renaissance may be mentioned as part of the wider debate.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that Martin Luther was responsible for the Reformation in Germany.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: *Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed</i> • <i>provide sustained focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>demonstrate clear awareness of different interpretations of the issue set</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed</i> • <i>provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>show how the issue has been interpreted in different ways</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of provided material to identify different interpretations</i> • <i>place both interpretations in the context of the specific enquiry</i> • <i>show awareness of different interpretations of the issue</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations</i> • <i>make an attempt to place the interpretations in the context of the specific enquiry</i> • <i>show some awareness of different interpretations of the issue</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend from provided material with only limited analysis shown</i> • <i>make a limited attempt to place the interpretations in the context of the enquiry</i> • <i>show some awareness of the different interpretations of the issue</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>extract information from provided material</i> • <i>have some weak reference to different interpretations of the issue</i>
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 2

DEPTH STUDY 6

FRANCE IN REVOLUTION c.1774-1815

**PART 1: FRANCE: THE CAUSES AND COURSE OF
REVOLUTION c.1774-1792**

SPECIMEN PAPER

1 hour 45 minutes

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Answer **both** the questions on the paper.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on each question.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

UNIT 2

DEPTH STUDY 6

FRANCE IN REVOLUTION c.1774-1815

PART 1: FRANCE: THE CAUSES AND COURSE OF REVOLUTION c.1774-1792

Answer **both** the questions on the paper.

QUESTION 1

Study the sources below and answer the question that follows.

Source A



[A contemporary print showing the people of the Third Estate bearing the financial burden of taxation during the ancien regime. The caption translates as 'The people under the ancien regime'. (c.1789)]

Source B

The voice of the people is now and then faintly heard in the remonstrances issued by the *parlement* which continues to be driven the same spirit of opposition to the measures of the Court. In general however access to the throne is very limited. I know it has been said that the extent of the influence of the Queen's party goes no further than to the disposal of certain places and pensions without interfering with the great line of public business and particularly that of foreign affairs. But when they command the person who holds the purse of state, they necessarily have the greatest direct influence in all internal affairs and a considerable share in foreign affairs.

[Daniel Hales, a British diplomat in Paris, writing in a secret dispatch to Lord Carmarthen, the British Foreign Secretary (16 August 1787)]

Source C

Conditions in France were ripe for a democratic revolution when the unfortunate Louis XVI ascended the throne: the government's action favoured its explosion. The two privileged orders who still retained control of the government were ruined through their taste for luxury. The Third Estate in contrast had produced enlightened thinkers and acquired enormous wealth. The people were restrained only by their habit of servitude and the limited hope they had of breaking their chains. The government had succeeded in containing this hope, but it still flourished in the heart of the nation. For royal power to remain intact in such circumstances would have required a tyrant or a great statesman on the throne. Louis XVI was neither: he was too well intentioned not to try and remedy abuses which had shocked him, but he possessed neither the character nor the talents to control an impetuous nation which cried out for reform. His reign was a succession of feeble attempts at doing good, shows of weakness, and the clear evidence of his inadequacy as a ruler.

[Antoine Barnave, once a prominent deputy in the National Assembly but guillotined in November 1793, shortly after finishing his account of the origins of the French Revolution, *Introduction to the French Revolution* (1793)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the causes of the French Revolution. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

In the two years after its birth, the National Assembly achieved a great deal. First, the Constitution of 1791 was passed. It established a sovereign legislative assembly, guaranteed civil rights, divided the male population into “active” (or voting) and “passive” citizens, and allowed the king to continue as a constitutional monarch. Second, the Assembly established a national church. Priests were to be elected, the state would pay their salaries (the tithe was abolished), and archbishoprics were abolished, meaning bishops could no longer answer to the Pope. Third, the Constituent Assembly reorganised the administration of the country by abolishing the intendant system through the establishment of uniform *départements*. The Assembly also replaced the endless variety of local measuring systems with the metric system in order to further centralisation and unification. By the end of September 1791, the National Assembly announced that its work was done. In many ways, the Constitution of 1791 seemed to fulfill the promises of reform which had been first uttered by the men of 1789. All Frenchmen could now be proud that the following rights had been secured: equality before the law, careers open to talent, a written constitution, and parliamentary government

[Gregory Brown, a university lecturer and author, writing in a student study guide to modern European history (2014)]

Interpretation 2

The French Revolution had many turning points; but the oath of the clergy was, if not the greatest, unquestionably one of them. It was the National Assembly’s most serious mistake. For the first time the revolutionaries forced fellow citizens to choose: to declare themselves publicly for or against the new order. And although refusers branded themselves unfit to exercise public office in the regenerated French Nation, paradoxically their freedom to refuse was a recognition of their right to reject the Revolution’s work. In seeking to identify dissent, in a sense the revolutionaries legitimized it. That might hardly have mattered if as the deputies expected, non-jurors had amounted to only a handful. But when, months later rather than the expected few weeks later, the overall pattern of oath-taking became clear it was found that around half the clergy of France felt unable to subscribe.

[William Doyle, a British academic historian specialising in the French Revolution, writing in a specialist textbook, *The Oxford History of the French Revolution* (1989)]

Historians have made different interpretations of the reforms of the National Assembly. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that the reforms of the National Assembly were successful? [30]

UNIT 2

DEPTH STUDY 6

FRANCE IN REVOLUTION, c.1774-1815

PART 1: FRANCE: THE CAUSES AND COURSE OF REVOLUTION c.1774-1792

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focussed on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the 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 2.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the causes of the French Revolution.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the causes of the French Revolution. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A portrays the burdens of the common man as a cause of the Revolution suggesting that the Third Estate was exploited by the King and the First and Second Estate. This was a common element of the cahiers that the burdens imposed by a demanding working life was made worse by increase in taxes and feudal obligations. The source is typical of the propaganda issued by the popular movement during the Pamphlet War of 1788 – 1789 and as such provides accurate and reliable evidence of value to an historian studying the causes of the Revolution who would be aware of the biased nature of the illustration.
- Source B provides an historian with the official but secret observations of an outsider to the events which is likely to be accurate and reliable view of the influence of the Austrian born Queen that was common in France since her marriage to Louis. The source appears to illustrate the issues at stake during the pre-revolution because the mistrust of the King and Queen comes through. This provides further evidence of value to an historian studying the wider causes of the Revolution and who would be aware of the purpose of the report.
- Source C appears to give evidence to an historian that there were very long term causes of the revolution. The source is largely narrative but is from a politician who was heavily involved in the National Assembly and naturally praises the Third Estate pointing out, like the image in Source A, that they were in chains during the ancien regime and reinforces the issue of the role of the monarchy mentioned in Source B as shorter term causes. The nature of the source and its origin would offer accurate and reliable evidence of value to an historian who would be aware of the career and tragic death of Barnave.

Overall, candidates will assess the value of the sources to an historian studying the causes of the French Revolution. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material</i> • <i>provide sustained focus on evaluating the sources in the context of the specific enquiry</i> • <i>offer a sustained judgment regarding the value of the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material</i> • <i>provide a mostly clear focus on evaluating the sources in the context of the specific enquiry</i> • <i>offer a valid judgment regarding the value of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of the content and authorship of the source material</i> • <i>place the sources in the context of the specific enquiry</i> • <i>offer a clear judgment regarding the value of the sources for the specific enquiry</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material</i> • <i>make an attempt to place the sources in the context of the enquiry</i> • <i>offer a limited judgment on the value of at least two sources</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract information from the sources with some reference to the authorship of the provided material</i> • <i>make a limited attempt to place the sources in the context of the enquiry</i> • <i>offer a limited judgment on the value of at least one source</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract from some of the source material</i>
Award 0 for incorrect or irrelevant answers		

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the 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 3.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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 valid is the view that the reforms of the National Assembly were successful?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the reforms of the National Assembly were successful.

Candidates are invited to enter into a debate on whether the reforms of the National Assembly were successful. Learners will consider interpretations of this issue within the wider historical debate about the success of the reforms of the National Assembly. Some of the issues to consider may include:

- Interpretation 1 argues that the reforms of the National Assembly were successful in creating a new constitution, reforming the Church, local and national administration and government of the state, centralising and bring uniformity to the country, and giving a voice to the people.
- In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation because there is a range of successful reforms mentioned and in the context of the violent upheavals of 1789 to 1791 this was a successful re-organisation of the structure of the *ancien regime* in a short period of time. Clearly the author of the source, a university lecturer and author, would have available in 2014 a range of primary sources and the work of historians such as Doyle to draw upon though as he is writing in a student study guide he may well present his interpretation in plainer terms that Doyle does in his book.
- Interpretation 2 argues that although France was regenerated there were mistakes made by the National Assembly in its programme of reform and the main one was to do with the oath of the clergy which indicated that not all of the reforms were successful.
- In analysing and evaluating Interpretation 2 answers might argue that this is also a valid interpretation because the author does suggest that the National Assembly was generally successful in regenerating France but had limitations and failures with certain reforms such as the Oath of the Clergy which followed a series of successful reforms of the Church and the monastic orders. The Civil Constitution of the Clergy was very successful in some ways – for example in the administration of the Church – but the Oath raised issues of fidelity and belief for the clergy and their supporters in France. The author produced his work in 1989 at the time of the two hundredth anniversary of the Revolution and would be well aware of the historiography and range of evidence about the reforms of the National Assembly.
- Candidates may show awareness of the wider historical debate surrounding this issue such as changing nature of the historiography of the Revolution at that time. In particular candidates should be aware of the differing views between the Great Tradition of Marxist historiography and the challenge from Revisionist historians since the 1960s.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that the reforms of the National Assembly were successful.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed • provide sustained focus on evaluating the interpretations in the context of the specific enquiry • demonstrate clear awareness of different interpretations of the issue set
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed • provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry • show how the issue has been interpreted in different ways
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of provided material to identify different interpretations • place both interpretations in the context of the specific enquiry • show awareness of different interpretations of the issue
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations • make an attempt to place the interpretations in the context of the specific enquiry • show some awareness of different interpretations of the issue
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend from provided material with only limited analysis shown • make a limited attempt to place the interpretations in the context of the enquiry • show some awareness of the different interpretations of the issue
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • extract information from provided material • have some weak reference to different interpretations of the issue
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 2

DEPTH STUDY 7

THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877

**PART 1: SECTIONAL DIFFERENCES AND THE ROAD
TO CIVIL WAR c.1840-1861**

SPECIMEN PAPER

1 hour 45 minutes

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Answer **both** the questions on the paper.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on each question.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

UNIT 2

DEPTH STUDY 7

THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877

PART 1: SECTIONAL DIFFERENCES AND THE ROAD TO CIVIL WAR c.1840-1861

Answer **both** the questions on the paper.

QUESTION 1

Study the sources below and answer the question that follows.

Source A

Our country is a theatre which exhibits in full operation two radically different political systems: the one resting on the basis of servile labour, the other on the basis of voluntary labour of free men. These antagonistic systems are coming into closer contact, and collision results. Shall I tell you what collision means? Those who think it is accidental, unnecessary, the work of interested or fanatical agitators, and therefore ephemeral, mistake the case altogether. It is an irrepressible conflict between opposing and enduring forces, and it means that the United States must and will sooner or later become either entirely a slave-holding nation or entirely a free labour nation. It is the failure to apprehend this great truth that induces so many unsuccessful attempts at final compromises between the slave and free states. Our forefathers knew it to be true and that one or other system must exclusively prevail.

[William Seward, a leading Republican Senator with ambitions for leadership of the party, making a speech in New York. (25 October 1858)]

Source B

The northern states have assumed the right of deciding upon the propriety of our domestic institutions, and have denied the right of property established in fifteen of the states and recognised by the Constitution; they have denounced as sinful the institution of slavery. They have encouraged and assisted thousands of our slaves to leave their homes and those who remain have been incited by agents, books and pictures to servile insurrection. For twenty five years this agitation has been steadily increasing until it has secured to its aid the power of the common government. A geographical line has been drawn across the Union, and all the States north of that line have united in the election of a man to the high office of President of the United States whose opinions and purposes are hostile to slavery.

[From the South Carolina Convention, *Declaration of Causes of Secession*. (24 December 1860)]

Source C

On the 21st Kellogg, a Republican congressman, was here seeking to ascertain to what extent I should be consenting for our friends to go in the way of compromise on the now vexed question of the extension of slavery. I say now that on the territorial question I am quite inflexible. I am for no compromise which assists or permits the extension of the institution on soil owned by our American nation. And any trick by which our nation is made to acquire territory, and then allows some local authority over it, as obnoxious as any other, I take it that to effect some such result as this, and to put us again on the high road to a slave empire is the object of all these proposed compromises. I am against it. As for fugitive slaves, the District of Columbia, slave trade among the slave States and whatever springs from necessity from the fact that the institution is amongst us, I care but little—save that what is done should be proper and not altogether outrageous. Nor do I care much about New Mexico, if further extension were hedged against.

[Abraham Lincoln, President Elect, in a letter to a senior Republican politician, William Seward. (1 February 1861)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the outbreak of the Civil War. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

As many historians have pointed out, a closer look at the way congressmen voted revealed that this was no true compromise. Douglas' main contribution to the passage of the measures was to break up Clay's omnibus bill into its individual components and to construct separate coalitions to support each one. Southerners broke party lines to vote against any restriction on slavery, and a substantial number of northern Democrats joined northern Whigs in opposing them. Only a minority of congressmen mostly southern Whigs, some northern Democrats and a minority of conservative northern Whigs, formed a genuine compromise block, supporting all the measures. In retrospect we know that the resolution of the slavery question hammered out with such effort in 1850 did not last. But at the time it was hailed widely for its statesmanlike resolution of a seemingly intractable problem. The Compromise removed the sting of slavery from national politics, at least for a short time. Southern radicals and northern Free Soldiers had been marginalized.

[Adam Smith, a university lecturer and author, writing in a textbook, *The American Civil War* (2007)]

Interpretation 2

The Compromise of 1850 may more accurately be described as a truce between politicians. But its terms were hardly held in universal repute. Whatever the precise balance of political power which the Compromise weighed, there can be little doubt concerning the *conditional* nature of the compact as far as the South was concerned. It depended first and foremost on the behaviour of northern electorates and their politicians. The South expected the latter to control the former; by enshrining in law a mechanism for coercing blacks back into slavery and demanding that northern state legislatures and judiciaries enforce it with the same zeal as if they were slave states, the symbolic reach of the slave system was extended into the free northern states. It was in this soil, fertilized by the blood and sweat of returned slaves, that anxiety about the growth of the 'slave power' sprang up. In truth, the Compromise of 1850 did not 'settle', once and for all, the contentious issue of slavery. It was delusion to expect that legalistic formulae, whose elegance might please politicians, would convince certain voters with strong views and deeply held convictions about the immorality of slavery. It has little chance of long-term success.

[Brian Holden Reid, a British academic historian specialising in the history of warfare and the American Civil War, writing in a specialist textbook, *The Origins of the American Civil War* (1996)]

Historians have made different interpretations about the Compromise of 1850. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that the Compromise of 1850 was doomed to fail?

[30]

UNIT 2

DEPTH STUDY 7

THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877

**PART 1: SECTIONAL DIFFERENCES AND THE ROAD
TO CIVIL WAR c.1840-1861**

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focussed on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the 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 2.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT 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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the outbreak of the Civil War.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the outbreak of the Civil War. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is a speech from a leading Republican politician at the height of renewed sectional tension following the Dred Scott case and the Lincoln-Douglas debates. He eloquently describes the differing political traditions and cultures of north and south, making clear the long standing unease of American leaders with the institution of slavery. He castigates the recent attempts at compromise which fail to address the fundamental incompatibility of slavery and free labour. The source is typical of the arguments advanced by the radical wing of the Republican Party and, although biased, it is reliable and accurate evidence of these beliefs. An historian would be aware of this bias and also Seward's ambitions as a senior member of the party.
- Source B is a contemporary record of the reasons advanced by South Carolina for its secession from the Union. The source makes clear the irritation with campaigns against slavery and its potential incitement of mutiny amongst slaves. However, the most powerful part of the document is the identification of Lincoln's election as a unifying factor for those states who wish to retain slavery. The context of sectional differences, the abolitionist movement and Lincoln's election is very useful to the historian who would be aware of the source's inherent bias in favour of slavery, evidence by its language and tone which equates slaves with property, abolitionism as agitation and a new President as hostile for slavery. Nonetheless it is powerful evidence of the mind set of southern secessionists in 1860.
- Source C is a private letter from President-elect Lincoln to a prominent colleague, William Seward. Lincoln makes it clear he is firmly against the extension of slavery in new territories but he is dismissive of the issue of fugitive slaves and so long as the southern states are not outrageous in maintaining slavery he does not want to interfere. Answers may pick up on the contrast with the viewpoint of Source B on this point. The nature of the source, a private letter, offers accurate evidence of Lincoln's views at that particular time. The context is the unfolding of secession with Lincoln desperate to maintain the union and not to appear, publicly at this stage, to be too critical of the institution of slavery. The language and tone provides clues to Lincoln's viewpoint and his repeated emphasis on firmness in rejecting compromise on the extension of slavery. An historian would assess the source as valuable in understanding Lincoln's thinking at a crucial point in the events leading to the outbreak of war; it is a private letter to a close colleague and offers an accurate and reliable guide to Lincoln's motivation in early 1861.

Overall, candidates should provide an assessment of the value of the sources to an historian studying the outbreak of the Civil War. They are able to demonstrate that value through consideration of the content, context, language, tone and limitations of the presented sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material</i> • <i>provide sustained focus on evaluating the sources in the context of the specific enquiry</i> • <i>offer a sustained judgment regarding the value of the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material</i> • <i>provide a mostly clear focus on evaluating the sources in the context of the specific enquiry</i> • <i>offer a valid judgment regarding the value of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of the content and authorship of the source material</i> • <i>place the sources in the context of the specific enquiry</i> • <i>offer a clear judgment regarding the value of the sources for the specific enquiry</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material</i> • <i>make an attempt to place the sources in the context of the enquiry</i> • <i>offer a limited judgment on the value of at least two sources</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract information from the sources with some reference to the authorship of the provided material</i> • <i>make a limited attempt to place the sources in the context of the enquiry</i> • <i>offer a limited judgment on the value of at least one source</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract from some of the source material</i>
Award 0 for incorrect or irrelevant answers		

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the 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 3.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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 valid is the view that the Compromise of 1850 was doomed to fail?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the Compromise of 1850 was doomed to fail.

Candidates are invited to enter into a debate on the extent to which the Compromise of 1850 was doomed to fail. Candidates will consider interpretations of this issue within the wider historical debate about the Compromise of 1850.

- Interpretation 1 argues that the 1850 Compromise was not an overall compromise. Rather it was a series of separate votes on individual components with very few politicians actually forming a genuine coalition voting bloc. Even though it did not last, it wasn't doomed to fail.
- In analysing and evaluating Interpretation 1 answers might argue that this is a valid interpretation because it cautions against the use of hindsight in evaluating the compromise – it eventually broke down but at the time it was regarded much more positively. An intractable problem had found a solution by temporarily removing slavery as an issue. Adam Smith reminds us that the historian not only has to identify long term trends but also has to understand key developments in the context of their time, in this case the relief in 1850 that serious sectional differences had not resulted in the break-up of the union. He is a well-respected historian who has deployed carefully evidence about the complex coalitions put together in 1850 to establish some forms of compromise. This interpretation pays full attention to the role of Stephen Douglas and Henry Clay in the outcome of the 1850 Compromise.
- Interpretation 2 argues that the terms of the 1850 Compromise were not so convincingly praised at the time. It had little chance of success.
- In analysing and evaluating Interpretation 2 answers might argue that this is also a valid interpretation because Holden Reid points out that it all depended on how the northern electorates reacted and that it was a delusion to imagine that the Fugitive Slave enactment would do anything other than to antagonise those who held strong views about slavery in the north. He describes the 1850 Compromise as a truce rather than a compromise. In coming to this conclusion in the work of synthesis Reid will have integrated the views of other historians into his analysis which strongly argues that the politicians were deluded in thinking that the compromise would work.
- Candidates may show awareness of the wider historical debate surrounding this issue such as the ignition of further discontent in the north once the Fugitive Slave provisions were enacted and the views of a significant number of historians that the Compromise of 1850 was not, in fact, a compromise at all, but rather an uneasy and short-lived truce.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that the Compromise of 1850 was doomed to fail.

ASSESSMENT GRID FOR QUESTION 2

Target: A03

Total mark: 30

Focus: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed • provide sustained focus on evaluating the interpretations in the context of the specific enquiry • demonstrate clear awareness of different interpretations of the issue set
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed • provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry • show how the issue has been interpreted in different ways
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of provided material to identify different interpretations • place both interpretations in the context of the specific enquiry • show awareness of different interpretations of the issue
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations • make an attempt to place the interpretations in the context of the specific enquiry • show some awareness of different interpretations of the issue
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend from provided material with only limited analysis shown • make a limited attempt to place the interpretations in the context of the enquiry • show some awareness of the different interpretations of the issue
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • extract information from provided material • have some weak reference to different interpretations of the issue
Award 0 for incorrect or irrelevant answers		



AS HISTORY

UNIT 2

DEPTH STUDY 8

**GERMANY: DEMOCRACY AND DICTATORSHIP
c.1918 -1945**

PART 1: WEIMAR AND ITS CHALLENGES c.1918-1933

SPECIMEN PAPER

1 hour 45 minutes

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Answer **both** the questions on the paper.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on each question.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

UNIT 2

DEPTH STUDY 8

GERMANY: DEMOCRACY AND DICTATORSHIP c.1918 – 1945

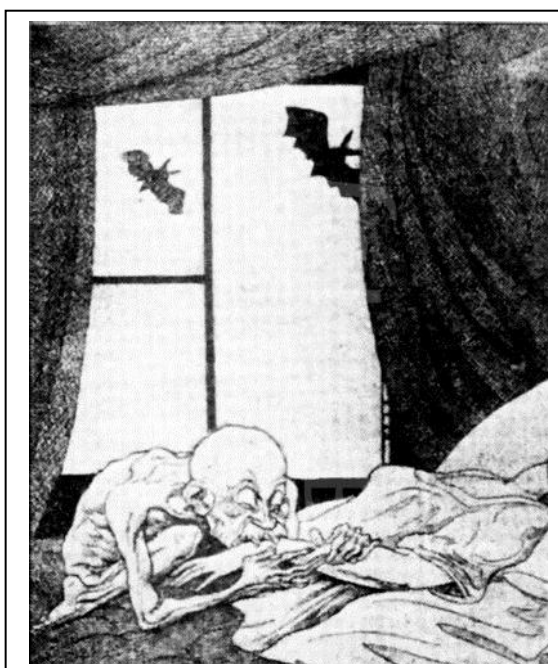
PART 1: WEIMAR AND ITS CHALLENGES c.1918-1933

Answer **both** the questions on the paper.

QUESTION 1

Study the sources below and answer the questions that follow.

Source A



[A satirical cartoon, from a German nationalist newspaper entitled *Clemenceau the Vampire*, published in July 1919. The figure lying on the bed represents Germany. Clemenceau was Prime Minister of France. He is shown as a vampire sucking the blood out of Germany.]

Source B

Passive resistance consisted of not collaborating in any way with the French and the Belgians. It meant refusing all their demands, and not complying with any of their orders. The post, the telegraph and telephone workers refused to make any communication with the French and Belgians, to send their letters, to sell them stamps, and so on. Railway workers refused to run the trains needed for the troops. German officials of all ranks pretended to be unaware of the presence of the French and Belgians. The order to go on general strike may have appeared to be patriotic but it has had disastrous consequences for the German economy and the people.

[From an official French army report of the invasion of the Ruhr, entitled: *A Year of Occupation: Franco-Belgian Operations in the Ruhr in 1923*, published in 1924]

Source C

At eleven in the morning a siren sounded. Everybody gathered in the factory yard where a five ton lorry was drawn up, loaded with paper money. The chief cashier and his assistants climbed up on top. They read out the names of workers and just threw out bundles of notes. As soon as you caught one you made a dash for the nearest shop and bought anything that was going. You very often bought things that you did not need. But with those things you could start to barter. You went around and exchanged a pair of shoes for a shirt, or a pair of socks for a sack of potatoes; some cutlery or crockery for instance for tea or coffee or butter.

[Willy Derkow, a student in Germany in 1923, recording his experiences of hyperinflation in his diary in November 1923]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the economic problems of the Weimar Republic. [30]

QUESTION 2

Study the extracts below and answer the question that follows.

Interpretation 1

In the longer term Stresemann achieved very little. By 1929, he himself was disappointed about how much of the Treaty of Versailles remained in place. All he achieved was the rescheduling of reparations payments and the early evacuation of Allied troops from the Rhineland. The evacuation came at a price. In 1928, a German delegation to the League of Nations called for a complete evacuation without ties. But this was rejected by the French. They insisted upon making evacuation conditional on Germany accepting the Young Plan. Agreeing to this was a humiliation for Stresemann and he was fiercely criticised by the right. Nor did Stresemann secure revision of any of the other terms of the Treaty. Eastern frontier adjustments had not even been discussed. The Rhineland was still demilitarised. The army was restricted and the ban on the air force remained. It is an indication of Stresemann's failure that his moderate diplomacy collapsed after 1929.

[S.J.Lee, an academic historian, writing in a specialist book on German history,
The Weimar Republic (1998)]

Interpretation 2

Stresemann presented himself as the champion of greater co-operation in Europe. However, at the same time he had always been a German nationalist, with strong nationalist views. French and British politicians knew that Stresemann was a tough negotiator, well able to defend the interests of his country. He made it clear that it was German weakness, not a belief in a peaceful approach, which forced him to make concessions over matters such as reparations or the recognition of Germany's western frontier. So far as Locarno was concerned, Stresemann believed that it would prevent the British and the French from negotiating an alliance, hasten the removal of Allied troops from the Rhineland and create a better atmosphere in which Germany could rebuild economic strength. By keeping a free hand in the East and maintaining the Soviet connection, he could still hope for territorial adjustments.

[A.J.Nicholls, an academic historian, writing in a specialist book on German history,
Weimar and the Rise of Hitler (1979)]

Historians have made different interpretations of Gustav Stresemann. Analyse, evaluate and use the two extracts above and your understanding of the historical debate to answer the following question:

How valid is the view that Stresemann was an effective foreign minister in the period 1924-1929?

[30]

UNIT 2

DEPTH STUDY 8

GERMANY: DEMOCRACY AND DICTATORSHIP c.1918 – 1945

PART 1: WEIMAR AND ITS CHALLENGES c.1918-1933

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focussed on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on the 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 2.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the economic problems of the Weimar Republic.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the economic problems of the Weimar Republic. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is from a satirical cartoon from a right wing nationalist newspaper following the acceptance of the harsh terms of the Treaty of Versailles. The cartoon shows the belief in Germany that the harsh terms would wreck the German economy. The cartoon shows the impact of the economic terms of the Versailles settlement with a prone Germany being bled dry by the French vampire in the shape of Clemenceau who insisted on a harsh settlement with Germany. The tone of the source is typical of the right wing reaction to the Versailles Settlement, and part of the negative propaganda campaign that was being launched by the Right wing inside Germany. They blamed the Weimar Republic for this 'shame of Germany'. It is a typically pessimistic interpretation of Germany's future and an attempt to undermine the political stability of the Weimar Republic and represented the antithesis of all that the right stood for. The source remains valuable evidence to an historian studying the reaction of Germans to the post war settlement.
- Source B is from an official French army report. The report is a subjective account of the reaction of Germans to the invasion of the Ruhr by French and Belgian troops, which they regarded as French imperialism. It is a balanced assessment of passive resistance, ordered by the Weimar government, as it acknowledges the patriotic elements to passive resistance yet points out that the effects were counterproductive as it created greater problems for the German economy. For this reason it is likely to be quite reliable in its value to an historian. It points out the lack of co-operation shown by the German people. There is no indication of the outcome of passive resistance other than hinting that it turned economic difficulties into a crisis. Source B is from a year after the invasion of the Ruhr and so should be a measured account of the consequences of passive resistance but it is an impassive and unsympathetic account of the impact of the economic problems of Germany.
- Source C is a personal account from the diary of a young German student, relating to the effects of hyperinflation. It shows the reality of workers being paid at different times of the day and of how a barter society emerged in Germany. It shows that the currency devalued each day with prices rising and the increased printing of money.

This was in the same year as the invasion of the Ruhr in Source B and confirms that economic difficulties had indeed turned into an economic crisis. In Source C, there may be a hint in the tone that the student is actually shocked at the effects of hyperinflation but there is no real hint of criticism of the government or of the economic developments which led to hyperinflation. In fact the student although hinting that the standard of living of workers declined also points out that it did not collapse as workers found a way of dealing with the situation through bartering.

Overall, candidates will assess the value of the sources to an historian studying the economic problems of the Weimar republic at this time. They are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material</i> <i>provide sustained focus on evaluating the sources in the context of the specific enquiry</i> <i>offer a sustained judgment regarding the value of the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material</i> <i>provide a mostly clear focus on evaluating the sources in the context of the specific enquiry</i> <i>offer a valid judgment regarding the value of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate valid analysis and evaluation of the content and authorship of the source material</i> <i>place the sources in the context of the specific enquiry</i> <i>offer a clear judgment regarding the value of the sources for the specific enquiry</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material</i> <i>make an attempt to place the sources in the context of the enquiry</i> <i>offer a limited judgment on the value of at least two sources</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract information from the sources with some reference to the authorship of the provided material</i> <i>make a limited attempt to place the sources in the context of the enquiry</i> <i>offer a limited judgment on the value of at least one source</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from some of the source material</i>
Award 0 for incorrect or irrelevant answers		

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- advice on the 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 3.

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 level are displayed. Thirdly a final mark for the question can then be awarded.

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 valid is the view that Stresemann was an effective foreign minister in the period 1924-1929?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that Stresemann was an effective foreign minister in the period 1924-1929.

Candidates are invited to enter into a debate on whether Stresemann was an effective foreign minister in the period 1924-1929. Learners will consider interpretations of this issue within the wider historical debate about the effectiveness of Stresemann as a foreign minister. Some of the issues to consider may include:

- Interpretation 1 argues that Stresemann achieved very little apart from a rescheduling of reparations payments and the early evacuation of the Rhineland. Even this came at a price which suggests that he was an ineffective negotiator.
- In analysing and evaluating Interpretation 1 answers might agree with Lee that in the short term Stresemann may not have achieved what he set out to do. Lee argues that Stresemann's moderate diplomacy collapsed after 1929. This is a revisionist view of Stresemann who is usually seen as a positive force working for Germany. Despite the specialist nature of the publication, this appears a rather simplistic view of Stresemann as does not take into account the constraints under which he was working.
- Interpretation 2 argues that Stresemann was a tough negotiator who did his best to secure the interests of Germany. Stresemann made concessions in order to achieve long term goals of preventing a British and French alliance. Stresemann appears a pragmatist.
- In analysing and evaluating Interpretation 2 it seems that this historian is convinced that Stresemann was an effective foreign minister who championed Germany's position in Europe. The author of the interpretation, an academic historian and specialist in German history, gives attention to the fact that because Germany was so weak this meant that Stresemann's choices were limited. It was German weakness which made him allow concessions which ran contrary to his strong nationalist views. This is a view which argues that Stresemann saw reconciliation abroad as being a necessary platform for building a sustainable economy at home. Fulfilment was a moderate solution to Germany's problems. This appears a balanced appraisal of his role as foreign minister.
- Candidates may show awareness of the wider historical debate surrounding this issue. In particular, candidates should be aware of other interpretations such as the view that Stresemann was a good German and a good European and as such was an effective foreign minister.

Overall candidates will analyse both interpretations using their own understanding of the debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that Stresemann was an effective foreign minister in the period 1924-1929.

ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: *Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed</i> • <i>provide sustained focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>demonstrate clear awareness of different interpretations of the issue set</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed</i> • <i>provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>show how the issue has been interpreted in different ways</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of provided material to identify different interpretations</i> • <i>place both interpretations in the context of the specific enquiry</i> • <i>show awareness of different interpretations of the issue</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations</i> • <i>make an attempt to place the interpretations in the context of the specific enquiry</i> • <i>show some awareness of different interpretations of the issue</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend from provided material with only limited analysis shown</i> • <i>make a limited attempt to place the interpretations in the context of the enquiry</i> • <i>show some awareness of the different interpretations of the issue</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>extract information from provided material</i> • <i>have some weak reference to different interpretations of the issue</i>
Award 0 for incorrect or irrelevant answers		

ASSESSMENT GRID FOR UNIT 2

Candidates answer both questions on the paper.

Question	AO1	AO2	AO3
1		30	
2			30
%		50%	50%
Total	60 marks	20% weighting of total mark for qualification	