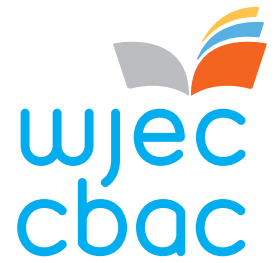


GCE AS/A LEVEL



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 A LEVEL HISTORY

UNIT 3

SPECIMEN ASSESSMENT MATERIALS

Contents

Question Papers and Mark Schemes

1. WALES: RESISTANCE, CONQUEST AND REBELLION c.1240-1415
2. POVERTY AND PROTEST IN WALES AND ENGLAND c.1485-1603
3. REFORMATION AND DISCOVERY IN EUROPE c.1492-1610
4. REVOLUTION AND RESTORATION IN WALES AND ENGLAND c.1603-1715
5. FRANCE: ANCIEN REGIME TO EMPIRE c. 1715-1815
6. PARLIAMENTARY REFORM AND PROTEST IN WALES AND ENGLAND c.1780-1886
7. SOCIAL CHANGE AND REFORM IN WALES AND ENGLAND c.1880-1990
8. THE AMERICAN CENTURY c.1890-1990
9. CHANGING LEADERSHIP AND SOCIETY IN GERMANY, c.1871-1989
10. CHANGING LEADERSHIP AND SOCIETY IN RUSSIA c.1881-1989

SUMMARY OF ASSESSMENT GRID

A2 HISTORY

UNIT 3

INTRODUCTION TO SPECIMEN ASSESSMENT MATERIAL

- Unit 3 offers ten optional thematic studies. **Centres choose one of these to study.**
- Unit 3 assesses AO1 only. AO1 is focused on the ability to analyse and evaluate and reach substantiated judgements.
- Each option in Unit 3 utilises an identical marking system which ensures consistency of assessment. The marking system contains:
 - a section outlining indicative content that may be seen in an answer
 - an assessment grid outlining how bands and marks should be allocated.



A LEVEL HISTORY

UNIT 3

BREADTH STUDY 1

**WALES: RESISTANCE, CONQUEST AND REBELLION
c.1240 -1415**

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 **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on Section A and 50 minutes on Section B.

UNIT 3

BREADTH STUDY 1

WALES: RESISTANCE, CONQUEST AND REBELLION c.1240 -1415

Answer **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

Section A

Answer one question only from this section.

1. How far do you agree that Wales was well governed in the period 1240-1282? [30]

2. How far do you agree that Wales was well governed in the period 1284-1307? [30]

Section B

You must answer this question.

3. To what extent was life in Wales transformed between 1240 and 1350? [30]

UNIT 3

BREADTH STUDY 1

WALES: RESISTANCE, CONQUEST AND REBELLION c.1240 -1415

MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

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

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1..
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 1

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

How far do you agree that Wales was well governed in the period 1240-1282?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Wales was well governed in the period 1240-1282. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Wales was well governed in the period 1240-1282. In order to reach a substantiated judgement about this issue, candidates may argue that Wales was well governed in the period 1240-1282. The response might support this proposition by considering issues such as:

- the administration of areas under the Welsh princes such as Gwynedd, Powys and Deheubarth
- the application of laws and operation of justice under the Welsh princes especially in Gwynedd
- the flowering of bards and musicians and a distinct culture in Wales of the Princes suggests ordered government
- connection and correspondence with European states suggests good organisation and governance
- some of the areas controlled by the Marcher Lords under the concept of *sicut regale*

Candidates might consider challenging the proposition in the question by arguing that in some respects Wales was not well governed in the period 1240-1282. The response might consider issues such as:

- there was some lawlessness and disputes within Gwynedd, Powys and Deheubarth amongst the Welsh Princes
- there were some problems governing the numerous Marcher Lordship by the Norman barons
- in some Marcher Lordships there were disputes between the local population and their Lords over, for example, the application of Welsh or English laws
- the influence of the English king was variable across areas of Wales with little oversight over the governance of the March.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Wales was well governed in the period 1240-1282.

INDICATIVE CONTENT FOR QUESTION 2

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

How far do you agree that Wales was well governed in the period 1284-1307?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Wales was well governed in the period 1282-1307. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Wales was well governed in the period 1282-1307. They will consider a range of key In order to reach a substantiated judgement about this issue, candidates may argue that Wales was well governed in the period 1282-1307. The response might support this proposition by considering issues such as:

- the Edwardian conquest brought a degree of uniformity to some areas of Wales
- The Statute of Rhuddlan of 1284 established royal authority and English law in areas of Wales
- The Marcher Lordships were extended into more central areas of Wales and from the 1290s put under greater oversight by Edward I
- Some areas of Wales were left under the governance of Welsh rulers – such as Owain ap Gruffudd ap Gwenwynwyn- but under the oversight of Edward I.

Candidates might consider challenging the proposition in the question by arguing that in some respects Wales was not well governed in the period 1282-1307. The response might consider issues such as:

- there was some lawlessness and disputes within the numerous Marcher Lordship and amongst the people in the new towns / castles and the local population elsewhere in Wales
- in some Marcher Lordships there were disputes for example, over the application of Welsh or English laws
- the Conquest disrupted the governance of Wales for decades and left grievances which prompted revolts such as in 1287–8, and the rebellion of Madog ap Llywelyn in 1294
- the building of castles and new towns populated by supporters of the English king suggests that governance was not settled in the period between the Conquest and the death of the King.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Wales was well governed in the period 1282-1307.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	Generally for this band, candidates will: <ul style="list-style-type: none">• <i>demonstrate some general knowledge of the key issues in the period set</i>• <i>begin to show some evidence of limited understanding and explanation of factors</i>• <i>generally focus on the topic area and have some basic explanation of something in the question</i>• <i>make a limited attempt to provide a judgment on the question set</i>• <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	Generally for this band, candidates will: <ul style="list-style-type: none">• <i>communicate some historical knowledge</i>• <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i>• <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

INDICATIVE CONTENT FOR QUESTION 3

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

To what extent was life in Wales transformed between 1240 and 1350?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which life in Wales was transformed between 1240 and 1350. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which life in Wales was transformed between 1240 and 1350. In order to reach a substantiated judgement about this issue, candidates may argue that life in Wales was transformed between 1240 and 1350. The response might support this proposition by considering issues such as:

- the extent to which governance by native rulers was eroded during the century
- the extension of Marcher Lordships
- the extension of English laws
- the extension of towns and castles populated by non-Welsh people
- trade, commercial and economic developments
- the immediate impact of the Black Death on the population of Wales

Candidates might consider challenging the proposition in the question by arguing that in some respects life in Wales was hardly transformed between 1240 and 1350. The response might consider issues such as:

- some smaller areas of Wales were still under the control of native rulers
- the culture of Wales was still vibrant despite the ending of the bardic tradition and gave rise to the poetry of Dafydd ap Gwilym
- for most of the population the Welsh language continued to be their only language
- some traditional Welsh laws, even if amended, continued to be used alongside the English laws
- most of population continued to work in agriculture and associated trades and crafts

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which life in Wales was transformed between 1240 and 1350.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



A LEVEL HISTORY

UNIT 3

BREADTH STUDY 2

**POVERTY, PROTEST AND REBELLION IN WALES AND ENGLAND
c.1485-1603**

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 **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on Section A and 50 minutes on Section B.

UNIT 3

BREADTH STUDY 2

POVERTY, PROTEST AND REBELLION IN WALES AND ENGLAND c.1485-1603

Answer **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

Section A

Answer one question only from this section.

1. 'Rebellions in the years 1549 to 1569 stemmed largely from the weakness of central government.' How far do you agree with this view? [30]
2. To what extent were the plots to assassinate Elizabeth the main cause of conflict between England and the Catholic powers in the period 1568-1603? [30]

Section B

You must answer this question

3. How far was the government's attitude to poverty and vagrancy mainly influenced by the fear of crime in the period 1485-1603? [30]

UNIT 3

BREADTH STUDY 2

POVERTY, PROTEST AND REBELLION IN WALES AND ENGLAND c.1485-1603

MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

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

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 1

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

‘Rebellions in the years 1549 to 1569 stemmed largely from the weakness of central government.’ How far do you agree with this view?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which rebellions in the years 1549 to 1569 stemmed from the weakness of central government. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which rebellions in the years 1549 to 1569 stemmed from the weakness of central government. In order to reach a substantiated judgement about this issue, candidates may argue that rebellions in the years 1549 to 1569 did stem from the weakness of central government. The response might support this proposition by considering issues such as:

- local and regional loyalties were stronger than national feeling/loyalty to a central government
- central government was dependent on local nobles and JPs to carry out orders; this was often inoperable
- central government had no control over local economic problems (although blamed for them)
- both Kett’s and the Western Rebellion escalated because of frustration with central government
- in the Northern rebellion the nobility also turned against central authority.

Candidates might consider challenging the proposition in the question by arguing that other factors were more important in stimulating protest. The response might consider issues such as:

- some of the rebellions were clearly motivated by religious discontent which any weakness in the central government allowed but did not motivate; these included the Western Rebellion of 1549, Wyatt’s Rebellion against Mary and, in part, the Rising of the Northern Earls
- political discontent was also evident as a motivational factor in relation to the Rising of the Northern Earls
- the importance of factors such as economic distress (Kett) and ambition (the Northern Earls) can also be seen
- an understanding that weakness of central government allowed, but often did not promote, rebellions

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which rebellions in the years 1549 to 1569 stemmed from the weakness of central government.

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.

To what extent were the plots to assassinate Elizabeth the main cause of conflict between England and the Catholic powers in the period 1568-1600?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question - in this case the extent to which the plots to assassinate Elizabeth were the main cause of conflict between England and the Catholic powers. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the plots to assassinate Elizabeth were the main cause of conflict between England and the Catholic powers in the period 1568-1600. In order to reach a substantiated judgement about this issue, candidates may argue that the plots were the main cause of conflict. The response might support this proposition by considering issues such as:

- the conspiracies linked with the imprisonment of Mary Queen of Scots
- the Pope's reaction to Mary's imprisonment
- the impact of the Babington Plot on relations with Spain
- many plots were part of a wider political strategy by Spain

Candidates might consider challenging the proposition in the question by arguing that there were other main causes of conflict between England and the Catholic powers. The response might consider challenging the proposition by considering that:

- Elizabeth's religious policies were very provoking as seen by her excommunication in 1570
- Elizabeth's support for the privateers Drake and Hawkins, was a factor in worsening relations
- she also supported the revolt in the Netherlands
- yet relations with France remained generally cordial

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the plots to assassinate Elizabeth were the main cause of conflict between England and the Catholic powers in the period 1568-1600.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
<p>Award 0 for incorrect or irrelevant answers</p>		

INDICATIVE CONTENT FOR QUESTION 3

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

How far was the government's attitude to poverty and vagrancy mainly influenced by the fear of crime in the period 1485-1603?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the government's attitude to poverty and vagrancy was mainly influenced by the fear of crime in the period 1485-1603. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the government's attitude to poverty and vagrancy was mainly influenced by the fear of crime in the period 1485-1603. In order to reach a substantiated judgement about this issue, candidates may argue that the government's attitude to poverty and vagrancy was mainly influenced by the fear of crime. The response might support this proposition by considering issues such as:

- the relationship between government attitudes/policy and the issue of crime and disorder. There was continuity in the harsh attitude and hard line policy adopted towards vagrants during and over this period until the Act of 1601
- the common perception that masterless men were almost obliged to become criminal. Vagrants existed contrary to the Great Chain of Being
- municipal authorities were particularly fearful of the large numbers of poor/vagrants seeking shelter with the walls of their towns
- seeking employment was not generally accepted as a valid reason for wandering poor

Learners might consider challenging the proposition in the question by arguing that the government's attitude to poverty and vagrancy was mainly influenced by other factors. The response might consider alternate factors such as:

- ignorance of the causes of poverty and vagrancy
- another factor was the decline in charity and support as a result of the pillaging of the Church and its inability to deal with the rising numbers of poor and vagrants
- the extent to which the government was more influenced by the church and the schemes put in place by local government bodies and municipalities
- the effects of enclosure, rising prices, rising population, famine and decline in food supplies are other factors that should be considered
- perhaps the fear of vagrants did not reflect the reality – the perception of criminal vagrants tended to exaggerate the issue

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the government's attitude to poverty and vagrancy was mainly influenced by the fear of crime in the period 1485-1603.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



A LEVEL HISTORY

UNIT 3

BREADTH STUDY 3

REFORMATION AND DISCOVERY: EUROPE c.1492-1610

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 **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on Section A and 50 minutes on Section B.

UNIT 3

BREADTH STUDY 3

REFORMATION AND DISCOVERY: EUROPE c.1492-1610

Answer **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

Section A

Answer one question from this section

1. 'The main motive for the voyages of discovery in the early sixteenth century was financial.' How far do you agree with this view? [30]
2. 'The discovery and exploration of new lands had a largely positive effect on Europe in this period.' Discuss. [30]

Section B

You must answer this question

3. To what extent was the Council of Trent the major factor in the revival of the Catholic Church in Europe in the sixteenth century? [30]

UNIT 3

BREADTH STUDY 3

REFORMATION AND DISCOVERY: EUROPE c.1492-1610

MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

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

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 1

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

‘The main motive for the voyages of discovery in the sixteenth century was financial.’ How far do you agree with this view?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question, in this case the extent to which the main motive for the voyages of discovery in the early sixteenth century was mainly financial. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the main motive for the voyages of discovery in the early sixteenth century was mainly financial. In order to reach a substantiated judgement about this issue, candidates may argue that finance was the main motive for the voyages of discovery in the early sixteenth century. The response might support this proposition by considering issues such as:

- trade was one of the great motivators for voyages into the unknown. A new trade route to a distant land could lead to hugely lucrative opportunities
- many voyages were sponsored by states who were seeking new sources of spices, gold and silver to boost their policies of mercantilism
- personal wealth and prestige was also a huge factor: Columbus received the title ‘Admiral’ on landing in the Americas; conquistadors received great status within the Iberian peninsula
- new trade routes would lead to cheaper goods and thus more markets in Europe

Candidates might consider challenging the proposition in the question by arguing that other factors were more important in stimulating the voyages of discovery. The response might consider issues such as:

- the spread of religious belief was a motivating factor behind many voyages, but it was rarely the only concern. The Spanish Conquistadors, for example, followed in the footsteps of Christopher Columbus, their motivation being "God, Glory and Gold"
- the growth of new technology in ship-building and navigation was a great stimulus to exploration
- social status was a huge factor in Spanish discovery
- political rivalry of emerging nation states; among the great powers of Europe, empire building was an ongoing and expansive process. By controlling a new territory, the invading nation gained control of natural resources and expanded the reach of its empire

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the main motive for the voyages of discovery in the early sixteenth century was financial.

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.

‘The discovery and exploration of new lands had a largely positive effect on Europe by the end of the sixteenth century.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the discovery and exploration of new lands had a largely positive effect on Europe by the end of the sixteenth century. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the discovery and exploration of new lands had a largely positive effect on Europe by the end of the sixteenth century. In order to reach a substantiated judgement about this issue, candidates may argue that the discovery and exploration of new lands had a largely positive effect on Europe. The response might support this proposition by considering issues such as:

- the age of European exploration and discovery represented a new period of global interaction and interconnectivity
- markets were given vast supplies of raw materials to feed Europe's growing industrial economy and to provide Europeans with manufactured goods to trade with
- the old land-owning nobility began to be replaced by manufacturers and merchants as Europe's new elite
- countries on the Atlantic coast became more important: ports such as Seville, Cadiz and Lisbon flourished
- lesser prices and increased quantities of goods benefited many Europeans
- discoveries from the New World stimulated scientific thought and curiosity in Europe

Candidates might consider challenging the proposition in the question by arguing that the effects of the discovery and exploration of new lands had some negative effects. The response might consider challenging the proposition by considering that:

- the period of European global exploration sparked the beginning phases of European empire and colonialism, which would continue to develop and intensify over the course of the next several centuries
- the economy of many countries was thrown into turmoil. Gold and silver, which had been in short supply, began flooding from the New World back into Europe with the result that prices began to soar
- the resulting inflation caused considerable economic hardship and led to frequent discontent based on food and commodity shortages
- as European exploration evolved and flourished, it saw the increasing oppression of native populations and the enslavement of Africans; during this period, Europeans began to deal in African slaves and started the transatlantic slave trade.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the discovery and exploration of new lands had a largely positive effect on Europe by the end of the sixteenth century.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

INDICATIVE CONTENT FOR QUESTION 3

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

To what extent was the Council of Trent the major factor in the revival of the Catholic Church in Europe in the sixteenth century?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Council of Trent was the major factor in the revival of the Catholic Church in Europe in the sixteenth century. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the Council of Trent was the major factor in the revival of the Catholic Church in Europe in the sixteenth century. In order to reach a substantiated judgement about this issue,

Candidates may argue that the Council of Trent was the major factor in the revival of the Catholic Church in Europe in the sixteenth century. The response might support this proposition by considering issues such as:

- it reasserted papal authority and saw a recovery from the Renaissance Popes.
- its impact on doctrine which biblical humanists and Protestant evangelicals had challenged.
- its emphasis on the pastoral role of bishops and authority of the clergy which countered Protestant claims.
- It promoted seminaries and a better educated clergy, which were all responses to Protestantism.
- the drive to eliminate clerical abuses and suggest that until Trent little had been achieved.

Candidates might consider challenging the proposition in the question by arguing that the revival of the Catholic church in this period was mainly influenced by other factors. The response might consider alternate factors such as:

- it might be argued that Trent was not the major factor as some secular rulers would not implement the decrees.
- whether the proposed reforms were effective as they needed both time and money.
- some contentious issues were not resolved by Trent, such as the Breviary, Missal and Catechisms.
- it could be argued that Papal leadership was more important.
- the importance of New Orders, particularly the Jesuits.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Council of Trent was the major factor in the revival of the Catholic Church in Europe in the sixteenth century.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



A LEVEL HISTORY

UNIT 3

BREADTH STUDY 4

**ROYALTY, REVOLUTION AND RESTORATION IN WALES AND ENGLAND
c.1603-1715**

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 **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on Section A and 50 minutes on Section B.

UNIT 3

BREADTH STUDY 4

**ROYALTY, REVOLUTION AND RESTORATION IN WALES AND ENGLAND
c.1603-1715**

Answer **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

Section A

Answer one question only from this section.

1. To what extent was Charles I personally responsible for the problems which faced the monarchy between 1625 and 1649? [30]
2. 'The deposition of James II strengthened rather than weakened the power and authority of the Crown'. Discuss. [30]

Section B

You must answer this question.

3. 'The decline in the authority and influence of the Church was mainly responsible for the growth in new ideas and challenges in the seventeenth century.' Discuss. [30]

UNIT 3

BREADTH STUDY 4

ROYALTY, REVOLUTION AND RESTORATION IN WALES AND ENGLAND c.1603-1715

MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

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

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 1

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

To what extent was Charles I personally responsible for the problems which faced the monarchy between 1625 and 1649?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Charles I was personally responsible for the problems which faced the monarchy between 1625 and 1649. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Charles I was personally responsible for the problems which faced the monarchy between 1625 and 1649. In order to reach a substantiated judgement about this issue, candidates may argue that which Charles I was personally responsible for the problems which faced the monarchy between 1625 and 1649. The response might support this proposition by considering issues such as:

- Charles's resolve to rule without parliament from 1629, and growing opposition to the period of Personal Rule
- taxation without consent during the Personal Rule, including Ship Money
- the impact of Charles's determination to impose a prayer book on Scotland, including the Covenant, the Scots Rebellion and the Bishops' War
- Charles's attempt to arrest the five members of Parliament in January 1642
- the raising of the Royal Standard at Nottingham and the outbreak of civil war in August 1642.

Candidates might consider challenging the proposition in the question by arguing that other factors were more important creating problems for the monarchy between 1625 and 1649. The response might consider issues such as:

- opposition to Laud's reforms of the Church of England
- Parliamentary opposition to the king, including the constitutional reforms of 1640–41
- the impact of the Irish Rebellion of 1641 on English politics
- the creation of the New Model Army during the civil war
- the growth of radical religious and political ideas in the years 1640–46.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Charles I was personally responsible for the problems which faced the monarchy between 1625 and 1649.

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.

‘The deposition of James II strengthened rather than weakened the power and authority of the Crown.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the deposition of James II strengthened rather than weakened the power and authority of the Crown. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the deposition of James II strengthened rather than weakened the power and authority of the Crown. In order to reach a substantiated judgement about this issue, candidates may argue that the deposition of James II strengthened rather than weakened the power and authority of the Crown. The response might support this proposition by considering issues such as:

- the relative strength and power of the monarchy after 1688 up to 1715, before and after the passing of the Bill of Rights
- although the Bill of Rights tipped the balance of power firmly Parliament’s way the Crown still had considerable authority
- unlike James II, William III was a stronger, efficient and more forceful king who had the power to take England to war against France
- the monarchy could manipulate Parliament by bribing/influencing MPs
- in 1708 Anne refused to sign into law Acts of Parliament she did not agree with
- this shows that the power of the monarchy was apparently undiminished and that it was at least as powerful in 1715 as it had been in 1685. The deposition had not apparently changed things that much

Candidates might consider challenging the proposition in the question by arguing that the deposition of James II did weaken the power and authority of the Crown. The response might consider challenging the proposition by considering that:

- the relative strength and power of the monarchy depended on the personality of the individual monarch and the attitude of the political nation to them; James was seen as inefficient, hated and feared; William and Mary were efficient, respected but unloved; Anne was considered weak and ineffectual
- the revolutionary settlement and the Bill of Rights had enshrined the power of parliament
- the origins of political parties in this period is evidence that the power and authority of the crown was indeed weakening

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the deposition of James II strengthened rather than weakened the power and authority of the Crown.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

INDICATIVE CONTENT FOR QUESTION 3

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

‘The decline in the authority and influence of the Church was mainly responsible for the growth in new ideas and challenges in the seventeenth century.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the decline in the authority and influence of the Church was mainly responsible for the growth in new ideas and challenges in the seventeenth century. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the decline in the authority and influence of the Church was mainly responsible for the growth in new ideas and challenges in the seventeenth century. In order to reach a substantiated judgement about this issue, candidates may argue that the decline in the authority and influence of the Church was mainly responsible for the growth in new ideas and challenges in the seventeenth century. The response might support this proposition by considering issues such as:

- the breakdown of the moral authority of the Church was certainly a factor in the explaining the growth in new ideas and challenges in the seventeenth century
- the concept of ‘the world turned upside down’ showed that traditional institutions like the Church were being seriously challenged by new ideas
- the state-run Church may have lost influence but religion remained powerful. However, the rivalry between the different religious sects did have a negative impact on people’s perceptions of the moral authority of priests and ministers and this led to increased challenges
- many of the new ideas that emerged - during the Civil War for example - were based on application of Biblical ideas. The Diggers is a prime example. This shows that while religion remained important, it was its links with the establishment that undermined its influence

Learners might consider challenging the proposition in the question by arguing that the growth in new ideas and challenges in the seventeenth century was mainly influenced by other factors. The response might consider alternate factors such as:

- political instability caused by war and the frequent changes of government (and head of state) must be considered.
- economic depression leading to unemployment and hunger are other possible alternative factors for radical ideas
- the spread of literacy and broadsheets in promoting disobedience/disaffection leading to protest and disorder
- the advent of enlightenment and the scientific revolution later in the period provided more rational arguments against established religion

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the decline in the authority and influence of the Church was mainly responsible for the growth in new ideas and challenges in the seventeenth century.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
<p>Award 0 for incorrect or irrelevant answers</p>		



A LEVEL HISTORY

UNIT 3

BREADTH STUDY 5

**FRANCE: ANCIEN REGIME TO NAPOLEON
c.1715-1815**

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 **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on Section A and 50 minutes on Section B.

UNIT 3

BREADTH STUDY 5

FRANCE: ANCIEN REGIME TO NAPOLEON c.1715-1815

Answer **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

Section A

Answer one question only from this section.

1. To what extent was Louis XVI mainly to blame for the outbreak of the revolution in France in 1789? [30]

2. How far do you agree that the Jacobin dictatorship of 1793-1794 was the most successful government in the period 1774 to 1801? [30]

Section B

You must answer this question.

3. "The position of the peasantry in France was mainly transformed by changes in the economy between 1715 and 1815". Discuss. [30]

UNIT 3

BREADTH STUDY 5

FRANCE: ANCIEN REGIME TO NAPOLEON c.1715-1815

MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

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

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 1

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

To what extent was Louis XVI mainly to blame for the outbreak of the revolution in France in 1789?

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

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

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

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

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

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

INDICATIVE CONTENT FOR QUESTION 2

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

How far do you agree that the Jacobin dictatorship of 1793-1794 was the most successful government in the period 1774 to 1801?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Jacobin dictatorship of 1793 – 1794 was the most successful government in the period 1774 to 1801. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Jacobin dictatorship of 1793-1794 was the most successful government in the period 1774 to 1801. In order to reach a substantiated judgement about this issue, candidates may argue that the Jacobin dictatorship of 1793-1794 was the most successful government in the period 1774 to 1801. The response might support this proposition by considering issues such as:

- the Jacobin government was successful in defeating and repelling the external enemies of France
- the Jacobin government was successful in controlling and subduing the internal revolts and uprisings in France
- the Jacobin government was successful in removing the factions that they believed threatened France, including the *Girondins*, *Hébertists* and *Indulgents*.
- the Jacobin government was largely successful in controlling the city and people of Paris, especially the sans-culotte

Candidates might consider challenging the proposition in the question by arguing about the extent to which the Jacobin dictatorship of 1793-1794 could be considered the most successful government in the period 1774 to 1801. The response might consider issues such as:

- an awareness that the government of Louis XVI had failed to prevent the outbreak of the French Revolution
- that the National Assembly had a creditable record of reform in regenerating the state
- that the Jacobin government had resorted to extreme measures to achieve their objectives, made some controversial reforms – such as the Law of Suspects and the Cult of the Supreme Being - and were overthrown in 1794
- that the Directory and Consulate could both claim to have had greater success in controlling France and in the war against the enemies of France

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Jacobin dictatorship of 1793-1794 was the most successful government in the period 1774 to 1801.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	Generally for this band, candidates will: <ul style="list-style-type: none">• <i>demonstrate some general knowledge of the key issues in the period set</i>• <i>begin to show some evidence of limited understanding and explanation of factors</i>• <i>generally focus on the topic area and have some basic explanation of something in the question</i>• <i>make a limited attempt to provide a judgment on the question set</i>• <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	Generally for this band, candidates will: <ul style="list-style-type: none">• <i>communicate some historical knowledge</i>• <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i>• <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

INDICATIVE CONTENT FOR QUESTION 3

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

'The position of the peasantry in France was mainly transformed by changes in the economy between 1715 and 1815.' Discuss

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the position of the peasantry in France was mainly transformed by changes in the economy between 1715 and 1815. Candidates are able to offer a valid and balanced discussion covering most or all of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the position of the peasantry in France was mainly transformed by changes in the economy between 1715 and 1815. In order to reach a substantiated judgement about this issue, candidates may argue that the position of the peasantry in France was mainly transformed by changes in the economy between 1715 and 1815. The response might support this proposition by considering issues such as:

- despite their lowly social and financial position in 1715 the peasants in the vicinity of the growing towns were able to prosper during this period
- the growth of a professional, administrative, legal, learned and financial class –the bourgeoisie – created demand for the products of the peasants
- increased colonial trade and the demand for French products such as wine and grain from overseas benefitted the peasantry
- The Revolutionary and Napoleonic wars and the Continental System reduced the competition from overseas for their products

Candidates might consider challenging the proposition in the question by arguing that to an extent the position of the peasantry in France was more transformed by factors such as political action. The response might consider issues such as:

- the impact of the Great Fear of 1789
- the changes brought about by August Decrees and the end of Feudalism
- the reduction of the power of the local aristocracy and the Church
- the introduction of social equality for all citizens
- the harsh treatment of the royalist and / or Church supporting peasantry in the years after 1791
- the opportunities for advancement and enrichment created by service in the Army
- the essential similarity of agricultural work and life for sections of the peasantry shows continuity between 1715 and 1815

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the position of the peasantry in France was mainly transformed by changes in the economy between 1715 and 1815.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



A LEVEL HISTORY

UNIT 3

BREADTH STUDY 6

**PARLIAMENTARY REFORM AND PROTEST IN WALES
AND ENGLAND c.1780-1885**

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 **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on Section A and 50 minutes on Section B.

UNIT 3

BREADTH STUDY 6

PARLIAMENTARY REFORM AND PROTEST IN WALES AND ENGLAND, c.1780-1885

Answer **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

Section A

Answer one question only from this section.

1. To what extent were governments successful in responding to the radical challenge in the period 1780-1822? [30]
2. How far do you agree that the Chartist movement presented a serious threat to governments in the period 1836-1848? [30]

Section B

You must answer this question.

3. "The reform of Parliament was mainly driven by a desire for political advantage in the period 1780-1885". Discuss. [30]

UNIT 3

BREADTH STUDY 6

PARLIAMENTARY REFORM AND PROTEST IN WALES AND ENGLAND, c.1780-1885

MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

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

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 1

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

To what extent were governments successful in responding to the radical challenge in the period 1780-1822?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which governments were successful in responding to the radical challenge in the period 1780-1822. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which governments were successful in responding to the radical challenge in the period 1780-1822. In order to reach a substantiated judgement about this issue, candidates may argue that governments were successful in responding to the radical challenge in the period 1780-1822. The response might support this proposition by considering issues such as:

- the effective suppression of disturbances in the 1790s and in the period 1812-1822
- use of legislation and legal procedures in the 1790s
- security threat was serious in the 1790s-LCS, naval mutinies, Ireland-demanding a determined response
- deployment of troops and agents provocateurs in 1812-1822 was effective
- firm law and order response after the war-suspension of Habeas Corpus, Seditious Meetings Act, Six Acts
- much of the legislation was temporary to deal with an emergency
- relatively mild repression to avoid overreaction

Candidates might consider challenging the proposition in the question by arguing that to an extent governments were not successful in responding to the radical challenge. The response might consider issues such as:

- the failure to respond to radical demands for parliamentary reform left the issue unresolved
- the failure to deal with social and economic problems that underpinned much of the unrest
- the divisive nature of some of the governments' policies including the Corn laws, indirect taxation and the Game laws
- governments lacked the resources and means to deal effectively on a national scale with problems of hunger, poverty and unemployment which fuelled much of the discontent

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which governments were successful in responding to the radical challenge in the period 1780-1822.

INDICATIVE CONTENT FOR QUESTION 2

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

How far do you agree that the Chartist movement presented a serious threat to governments in the period 1836-1848?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Chartist movement presented a serious threat to governments in the period 1836-1848. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Chartist movement presented a serious threat to governments in the period 1836-1848. In order to reach a substantiated judgement about this issue, candidates may argue that the Chartist movement did present a serious threat to governments in the period 1836-1848. The response might support this proposition by considering issues such as:

- the serious disturbances in 1839, 1842 and 1848
- the prevalence of cycles of economic depression that encouraged support for Chartism
- the deployment of troops and the use of railways; the use of the new police forces.
- the severe repression of Peel's government was far harsher than the Whig response.
- the elaborate security measures put in place by the government in 1848
- the mass support for the petitions has prompted a rethink by historians about the impact of the movement

Candidates might consider challenging the proposition in the question by debating the extent to which the Chartist movement presented a serious threat to governments in the period 1836-1848. The response might consider issues such as:

- government economic and financial policies in the 1840s encouraged prosperity.
- effective social reforms were passed in the 1830s and 1840s undermining support
- firm refusal to accept the petitions
- the extensive failures of leadership and strategy in the movement
- the failure to combine effectively with the middle classes
- the movement's decline in the wake of the 1848 demonstration

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Chartist movement presented a threat to governments in the period 1836-1848.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	Generally for this band, candidates will: <ul style="list-style-type: none">• <i>demonstrate some general knowledge of the key issues in the period set</i>• <i>begin to show some evidence of limited understanding and explanation of factors</i>• <i>generally focus on the topic area and have some basic explanation of something in the question</i>• <i>make a limited attempt to provide a judgment on the question set</i>• <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	Generally for this band, candidates will: <ul style="list-style-type: none">• <i>communicate some historical knowledge</i>• <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i>• <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

INDICATIVE CONTENT FOR QUESTION 3

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

‘The reform of Parliament was mainly driven by a desire for political advantage in the period 1780-1885.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the reform of Parliament was mainly driven by a desire for political advantage. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the reform of Parliament was mainly driven by a desire for political advantage in the period 1780-1885. In order to reach a substantiated judgement about this issue, candidates may argue that the reform of Parliament was driven by a desire for political advantage in the period 1780-1885. The response might support this proposition by considering issues such as:

- impact of divisions in the Tory party over Catholic Emancipation and the death of George IV
- the Whig determination to pass a Reform Bill after 1830 to consolidate their power and wrong foot opponents
- the political manoeuvrings of Gladstone and Disraeli over the Second Reform Act 1867
- the elaborate political negotiations over the 1884 and 1885 Acts

Candidates might consider challenging the proposition in the question by arguing that to an extent a desire for political advantage did not drive Parliamentary reform. The response might consider issues such as:

- the radical pressures in the 1790s
- lessons learned from the failure of the early parliamentary reform movement
- the significance of the abuses of the old unreformed system
- the demand for reform from the new industrial areas and middle classes
- the revival of the reform movement in the 1860s
- disappointment with the 1832 Reform Act and the advent of Chartism
- secret ballot and anti- corruption legislation

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the reform of Parliament was mainly driven by a desire for political advantage in the period 1780-1885.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering most of the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



A LEVEL HISTORY

UNIT 3

BREADTH STUDY 7

**SOCIAL CHANGE AND REFORM IN WALES AND
ENGLAND c. 1890-1990**

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 **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on Section A and 50 minutes on Section B.

UNIT 3

BREADTH STUDY 7

SOCIAL CHANGE AND REFORM IN WALES AND ENGLAND c. 1890–1990

Answer **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

Section A

Answer one question only from this section.

1. To what extent did the Liberal reforms successfully alleviate the problem of poverty in the period 1906 to 1914? [30]
2. How far do you agree that the decade 1929 to 1939 were years of unmitigated suffering for the people of Wales? [30]

Section B

You must answer this question.

3. “Government legislation was mainly responsible for improving the health of the people between 1890 and 1990.” Discuss. [30]

UNIT 3

BREADTH STUDY 7

SOCIAL CHANGE AND REFORM IN WALES AND ENGLAND c. 1890-1990

MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

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

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 1

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

To what extent did the Liberal reforms successfully alleviate the problem of poverty in the period 1906 to 1914?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Liberal reforms successfully alleviated the problem of poverty in the period 1906 to 1914. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Liberal reforms successfully alleviated the problem of poverty in the period 1906 to 1914. In order to reach a substantiated judgement about this issue, candidates may argue that the Liberal reforms successfully alleviated the problem of poverty in the period 1906 to 1914. The response might support this proposition by considering issues such as:

- the extent of reforms affecting poverty amongst the elderly such as the Old Age Pensions Act
- the extent of reforms affecting poverty amongst children such the provision of school meals and the Childrens Charter
- the extent of reforms affecting poverty amongst workers and the unemployed such as Labour Exchanges and the National Insurance Act of 1911
- the reforms met a number of the concerns of social campaigners such as Booth and Rowntree and reflected a progressive attitude to the relief of poverty at the time

Candidates might consider challenging the proposition in the question by arguing that in some respects the Liberal reforms were less successful in alleviating the problem of poverty in the period 1906 to 1914. The response might consider issues such as:

- there was little the Liberal Governments could do in such a short period to alleviate the depth and intensity of poverty evident in 1906
- the provision of the 1908 Old Age Pension Act was applicable to a tightly controlled section of the elderly
- the introduction of school meals was a permissive legislation and was not adopted universally during this period
- the 1911 National Insurance Act was applicable to a restricted group of workers and the benefits were limited
- little was done to provide for the unemployed beyond the opening of Labour Exchanges

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Liberal reforms successfully alleviated the problem of poverty in the period 1906 to 1914.

INDICATIVE CONTENT FOR QUESTION 2

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

How far do you agree that the decade 1929 to 1939 were years of unmitigated suffering for the people of Wales?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the decade 1929 to 1939 were years of unmitigated suffering for the people of Wales. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the decade 1929 to 1939 were years of unmitigated suffering for the people of Wales. In order to reach a substantiated judgement about this issue, candidates may argue that the decade 1929 to 1939 were years of unmitigated suffering for the people of Wales. The response might support this proposition by considering issues such as:

- the impact of the economic slump and the Depression on the health and welfare of people in Wales for example the impact of the Means Test
- the suffering of the unemployed men in the areas of heavy industry, especially in the coal producing areas of Wales
- the impact of mass unemployment on women, family and communities in Wales
- the loss to Wales of the people who migrated or emigrated
- housing and health issues remained largely unresolved in Wales

Candidates might consider challenging the proposition in the question by arguing that in some respects the decade 1929 to 1939 did see some mitigation of the suffering for the people of Wales. The response might consider issues such as:

- the impact of Government and business initiatives such as the introduction of the Special Areas Act, the National Grid, Holiday Pay Act, the trading estate at Treforest and the development of the steel works at Ebbw Vale
- migration of some 390000 people from Wales provided them with alternatives to suffering the blows of economic decline enabling them to find work and better social provision of education, health and housing
- the impact of the growth of spectator sports, better transport provision, introduction of Holiday Pay; cinema and radio and increased leisure time for those in employment
- the years after 1936 did see some recovery in economic conditions in Wales with some new industries and the re-armament programme bringing much needed employment to the people of Wales. In August 1939 unemployment among Welsh insured males was 15.2% which was considerably lower than in 1932 when it was nearly 42.8%

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the decade 1929 to 1939 were years of unmitigated suffering for the people of Wales.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
<p>Award 0 for incorrect or irrelevant answers</p>		

INDICATIVE CONTENT FOR QUESTION 3

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

‘Government legislation was mainly responsible for improving the health of the people between 1890 and 1990.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the government legislation was mainly responsible for improving the health of the people between 1890 and 1990.

Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which government legislation was mainly responsible for improving the health of the people between 1890 and 1990. In order to reach a substantiated judgement about this issue, candidates may argue that government legislation was mainly responsible for improving the health of the people between 1890 and 1990. The response might support this proposition by considering issues such as:

- the impact of the Liberal reforms on improving the health of the people
- the impact of war time legislation and regulations on health
- the impact of housing legislation and provision throughout the century
- the impact of the Welfare State legislation after 1945
- the impact of slum clearance and New Towns legislation

Candidates might consider challenging the proposition in the question by arguing that in some respects government legislation was not mainly responsible for improving the health of the people between 1880 and 1990. The response might consider issues such as:

- the health of the people depended more on the world economic circumstances of the time than on government legislation for example during the Depression
- the health of the people depended more on the growth and advance of scientific and medical techniques such as the introduction of antibiotics than on government legislation
- the health of the people depended more on the growth of employment opportunities provided by the private and corporate sector, such as the manufacturing and service industries, than on government legislation
- the health of the people depended more on the growth of education and the contribution and regulation of local government than on government legislation

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which government legislation was mainly responsible for improving the health of the people between 1890 and 1990.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



A LEVEL HISTORY

UNIT 3

BREADTH STUDY 8

THE AMERICAN CENTURY c.1890-1990

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 **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on Section A and 50 minutes on Section B.

UNIT 3

BREADTH STUDY 8

THE AMERICAN CENTURY c.1890-1990

Answer **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

Section A

Answer one question only from this section.

1. How far do you agree that US foreign policy was mainly isolationist in the period 1919-1941? [30]

2. To what extent was US policy towards communism in Asia in the years 1949-1975 a consistent failure? [30]

Section B

You must answer this question.

3. "The decisions of the Supreme Court were the most important influence on the development of civil rights for African Americans in the period 1890-1990". Discuss. [30]

UNIT 3
BREADTH STUDY 8
THE AMERICAN CENTURY c.1890-1990
MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

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

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 1

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

How far do you agree that US foreign policy was mainly isolationist in the period 1919-1941?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which US foreign policy was mainly isolationist in the period 1919-1941. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which US foreign policy was mainly isolationist in the period 1919-1941. In order to reach a substantiated judgement about this issue, candidates may argue that US foreign policy was mainly isolationist in the period 1919-1941. The response might support this proposition by considering issues such as:

- the rejection of Woodrow Wilson's policies on the League of Nations in the Presidential election of 1920
- focus of Republican Presidents in the 1920s on domestic issues
- reduction of expenditure on the military as a result of economic problems
- Congressional Neutrality acts 1935-39 and their impact
- strength of popular isolationism a factor in the Presidential elections of 1936 and 1940
- failure to respond adequately to Japanese aggression in the 1930s
- the USA's lack of involvement in European affairs in 1936-39 and muted role over the Munich conference 1938

Candidates might consider challenging the proposition in the question by arguing that to an extent US foreign policy was not really isolationist in the period 1919-1941. The response might consider issues such as:

- the Disarmament conferences such as the Washington Naval conference and the Kellogg-Briand pact had strong US involvement
- involvement in the reparations issue - Dawes plan 1924 and Young plan 1929
- Roosevelt's good neighbour policy in the 1930s especially in Latin America
- Roosevelt's quarantine speech in Chicago 1937
- US rearmament drive as a response to the deteriorating European situation
- Lend Lease programme 1940-41 and Roosevelt's close relationship with Churchill
- the Atlantic Charter 1941 and measures against U-boats
- sanctions against Japan in 1941

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which US foreign policy was mainly isolationist in the period 1919-1941.

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.

To what extent was US policy towards communism in Asia in the years 1949-1975 a consistent failure?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which US policy towards communism in Asia was a consistent failure in the years 1949-1975. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which US policy towards communism in Asia was a consistent failure in the years 1949-1975. In order to reach a substantiated judgement about this issue, candidates may argue that US policy towards communism was a consistent failure in the years 1949-1975. The response might support this proposition by considering issues such as:

- the possible overreaction to the threat from China after 1949 was bound up with domestic politics as shown by McCarthyism
- the initial military failures in the Korean War
- the failure of the Geneva conference in 1954 and the role of John Foster Dulles.
- the failure to deal effectively with the challenge of communism in Vietnam after 1954 and the development of military intervention
- continuing confrontations with China over Quemoy and Matsu in 1958
- the escalation of the Vietnam War after 1964 and the failure to achieve decisive victory
- effect of the war on domestic politics and the spread of popular disillusionment

Candidates might consider challenging the proposition in the question by arguing about the extent to which US policy towards communism was a consistent failure in the years 1949-75. The response might consider issues such as:

- that a firm response was needed to Mao's China in the early 1950s as it was a direct threat to the USA
- Chinese and North Korean aggression was successfully resisted by the UN forces led by the USA
- that the outcome of the Korean War was a qualified success with the creation of South Korea and its continuing economic success
- the possibility that Dulles was right about the Domino theory and that the vacuum created by the defeat of France in Vietnam had to be filled by someone
- the success of the Nixon-Kissinger policy towards China was a remarkable transformation of policy

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which US policy towards communism in Asia in the years 1949-75 was a consistent failure.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

INDICATIVE CONTENT FOR QUESTION 3

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

‘The decisions of the Supreme Court were the most important influence on the development of civil rights for African-Americans in the period 1890-1990.’

Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the decisions of the Supreme Court were the most important influence on the development of civil rights for African Americans in the period 1890-1990. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the decisions of the Supreme Court were the most important influence on the development of civil rights for African-Americans in the period 1890-1990. In order to reach a substantiated judgement about this issue, candidates may argue that the decisions of the Supreme Court were the most important influence on the development of civil rights for African-Americans in the period 1890-1990. The response might support this proposition by considering issues such as:

- the erosion of African-American freedoms in the late nineteenth century by the Supreme Court: for example, the issue of disfranchisement in *Mississippi v Williams* 1898; *Plessey v Ferguson* 1896 upheld a Louisiana law that the rights of African-Americans were not infringed by separate transport facilities; *Cumming v Board of Education* 1899 extended “separate but equal” concept to schools
- as a result of these rulings the principle of segregation was systematically extended by state and national laws
- the historic *Brown v Board of Education Topeka* marked the triumphant climax of NAACP’s long battle against racial segregation in education, reversing the *Plessey* judgement
- the enforcement of this ruling greatly encouraged the protest and demonstrations of the 1950s and 1960s

Candidates might consider challenging the proposition in the question by arguing that to an extent the decisions of the Supreme Court were not the only influence on the development of civil rights for African Americans in the period 1890-1990. The response might consider issues such as:

- the impact of individuals like Booker T Washington, W E B Dubois and Martin Luther King
- the impact of northward migration into the cities
- the impact of the Second World War
- the peaceful protest movement: transport and education protests
- the policies of the Kennedy and Johnson administrations
- Black Power and the radicalization of civil rights
- desegregation and the new South

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the decisions of the Supreme Court were the most important influence on the development of civil rights for African-Americans in the period 1890-1990.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



A LEVEL HISTORY

UNIT 3

BREADTH STUDY 9

**CHANGING LEADERSHIP AND SOCIETY IN GERMANY,
c. 1871-1989**

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 **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on Section A and 50 minutes on Section B.

UNIT 3

BREADTH STUDY 9

CHANGING LEADERSHIP AND SOCIETY IN GERMANY c. 1871-1989

Answer **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

Section A

Answer one question only from this section.

1. How far do you agree that Germany was well governed in the period 1871-1914? [30]

2. How far do you agree that Germany was well governed in the period 1918-1945? [30]

Section B

You must answer this question.

3. To what extent was the social and economic life of the German people transformed between 1871 and 1989? [30]

UNIT 3
BREADTH STUDY 9
CHANGING LEADERSHIP AND SOCIETY IN GERMANY c. 1871-1989
MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

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

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 1

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

How far do you agree that Germany was well governed in the period 1871-1914?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Germany was well governed in the period 1871-1914. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Germany was well governed in the period 1871-1914. In order to reach a substantiated judgement about this issue, candidates may argue that Germany was well governed in the period. The response might consider supporting the proposition by considering:

- Bismarck, although conservative, was prepared to make political concessions and instigate social reforms
- Bismarck's reliance on the Kaiser gave him a degree of independence that he used to his advantage to secure stable government
- the Kaiser and personal rule: he was the dominant figure within the German political system and was generally respected by the majority of Germany for most of the period of central Europe as a whole, Germany was a stable, semi-authoritarian state: a state that was attempting to reconcile many conflicting forces and interests and did this effectively

Candidates might consider challenging the proposition in the question by arguing that in some respects that Germany was not well governed. The response might consider:

- Bismarck set up a repressive, authoritarian state in Germany; the semi-authoritarian political system caused many problems 1871-1914
- Germany was willing to risk a major war in 1914 to achieve its political aims
- the Kaiser and personal rule; 'the policy of concentration' and its effects; a state of deadlock existed between government and the Reichstag
- the balance of power in the Reichstag shifted; the shift to the left led to inability to gain majority support in the Reichstag
- the Kaiser appointed four Chancellors after Bismarck's resignation – a sign of unstable government
- the Kaiser's power was not absolute; elite groups put enormous pressures on the Kaiser to maintain their vested interests

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Germany was well governed in the period 1871-1914.

INDICATIVE CONTENT FOR QUESTION 2

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

How far do you agree that Germany was well governed in the period 1918-1945?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Germany was well governed in the period 1918-1945. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Germany was well governed in the period 1918-1945. In order to reach a substantiated judgement about this issue, candidates may argue that Germany was well governed in the period 1918-1945. The response might consider supporting the proposition by considering:

- democratic beginnings; a spirit of optimism after 1918
- the transformation of the political system after 1918; a revolution in government
- the 'Golden Years' of the Weimar Republic; political stability from 1924-28
- the Nazi 'legal revolution' after 1933
- Hitler as a strong leader: Fuhrer of the Third Reich offering stability and control

Candidates might consider challenging the proposition in the question by arguing that in many respects Germany was not well governed. The response might consider:

- the political instability of Weimar; weak coalitions and the inability to unite the people behind the political system
- a flawed constitution: Article 48 as a bridge to dictatorship
- totalitarianism and the destruction of political liberty in the 1930s
- the effectiveness of the Nazi political system
- Hitler as a weak dictator and a prisoner of other forces
- the collapse of the Nazi system of government in the mid-1940s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Germany was well governed in the period 1918-1945.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

INDICATIVE CONTENT FOR QUESTION 3

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

To what extent was the social and economic life of the German people transformed between 1871 and 1989?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the social and economic life of the German people was transformed between 1871 and 1989. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which the social and economic life of the German people was transformed between 1871 and 1989. In order to reach a substantiated judgement about this issue, candidates may argue that the social and economic life of the German people was transformed between 1871 and 1989. The response might consider supporting the proposition by considering:

- 'transformation' may be seen as change for the better
- Germany developed rapidly as an economic power so that it was able to challenge the other Great powers for supremacy
- the growth of industry and trade 1890-1914 transformed Germany economically;
- the introduction of social reforms in the later nineteenth century funded by the state
- Weimar prosperity: freer cultural and social expression
- the social and economic changes of the Third Reich; the attack on unemployment and the creation of a National Community
- the West German economic revival after 1949; West Germany's integration into the European and world economies

Learners might consider challenging the proposition in the question by arguing that the social and economic life of the German people was not transformed between 1871-1989. The response might consider alternate factors such as:

- economic anxiety and depression after 1870s: Weltpolitik; agricultural decline and rural migration; the effect of protectionism; class differences remained; the Kulturkampf and its impact
- the impact of the Great War on the social and economic life of German people meant that any changes were negative
- Weimar and the economic crises of the early 1920s; Weimar decadence and decline; the onset of the depression and its effects on the people
- social and economic change and ultimate destruction under the Nazis
- the contrasting economic and social development of East and West Germany

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the social and economic life of the German people was transformed between 1871 and 1989.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		



A LEVEL HISTORY

UNIT 3

BREADTH STUDY 10

**CHANGING LEADERSHIP AND SOCIETY IN RUSSIA,
c. 1881-1989**

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 **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

INFORMATION FOR CANDIDATES

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

You are advised to spend around 50 minutes on Section A and 50 minutes on Section B.

UNIT 3

BREADTH STUDY 10

CHANGING LEADERSHIP AND SOCIETY IN RUSSIA, c.1881-1989

Answer **EITHER** question 1 **OR** 2 in Section A and the **compulsory question** in Section B.

Section A

Answer one question only from this section.

1. How far do you agree that Russia was well governed in the period 1881-1914? [30]
2. How far do you agree that Russia was well governed in the period 1917-1945? [30]

Section B

You must answer this question.

3. To what extent was the social and economic life of the Russian people transformed between 1881 and 1989? [30]

UNIT 3

BREADTH STUDY 10

CHANGING LEADERSHIP AND SOCIETY IN RUSSIA, c.1881-1989

MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

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

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 1

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

How far do you agree that Russia was well governed in the period 1881-1914?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case that Russia was well governed in the period 1881-1914. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Russia was well governed in the period 1881-1914. In order to reach a substantiated judgement about this issue, candidates may argue that Russia was well governed in the period 1881-1914. The response might consider supporting the proposition by considering:

- the early part of the period following the assassination of Alexander II was generally stable
- Alexander III was an able ruler in the sense of management and political finesse
- he was prepared to be pragmatic and achieved a degree of tranquillity as Russia settled down to a period of political stability
- Nicholas II survived the revolutionary turmoil of 1905
- political concessions after 1905 and the granting of a Duma and the resilience of Tsarism
- Russia's position in the early years of the war seemed quite stable

Candidates might consider challenging the proposition in the question by arguing that in many respects Russia was not well governed in the period 1881-1914. The response might consider:

- Alexander III ushered in a bleak period of counter reform and repression; increased government interference; the reduction in the powers of the Zemstva
- emergency powers were enhanced for the protection of social order and state security
- Nicholas II continued repression; power still lay with the autocracy
- Nicholas' personality and inadequacy to govern; his decision to enter the First World War
- neither Tsar succeeded in removing the primary causes of internal tension or achieve a wider basis of support

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Russia was well governed in the period 1881-1914.

INDICATIVE CONTENT FOR QUESTION 2

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

How far do you agree that Russia was well governed in the period 1917-1945?

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

Candidates will offer an analysis and evaluation of the extent to which Russia was well governed between 1917-1945. In order to reach a substantiated judgement about this issue, candidates may argue that Russia was well governed between 1917-1945. The response might consider supporting the proposition by considering:

- the desire for political change by 1917
- Lenin as a political leader; his personal magnetism and charisma; his commitment and belief to his political destiny;
- Lenin's willingness to adapt policy to suit circumstance
- The opportunism of Stalin; the control that he brought to Russia

Candidates might consider challenging the proposition in the question by arguing that in many respects Russia was not well governed between 1917-1945. The response might consider:

- the failings of the Provisional government in 1917
- the chaotic condition of Russia's government during the Civil War
- Lenin's terror; a ruthless manipulative dictator
- personal dictatorship of Stalin reinforced by terror; the total politicisation of life; the dominant reactionary ethos
- Russia remained a dictatorship before and after the Revolution; a one party state

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Russia was well governed in the period 1917-1945.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
<p>Award 0 for incorrect or irrelevant answers</p>		

INDICATIVE CONTENT FOR QUESTION 3

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

To what extent was the social and economic life of the Russian people transformed between 1881 and 1989?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which social and economic life in Russia was transformed between 1881 and 1989. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which social and economic life in Russia was transformed between 1881 and 1989. In order to reach a substantiated judgement about this issue, candidates may argue that social and economic life in Russia was transformed between 1881 and 1989. The response might consider supporting the proposition by considering:

- before 1914 the Russian economy was primarily agricultural but there had been some industrial advances
- the NEP represented a move towards a mixed economy
- Stalin: policies of planning and centralisation: results in terms of growth
- the economic system survived the ravages of the Second World War and led to a period of reconstruction;
- decentralisation and the emphasis on innovation under Khrushchev and flexibility under Andropov
- gradual reform under Gorbachev leading to greater economic and social freedom and expression

Candidates might consider challenging the proposition in the question by arguing that social and economic life was not really transformed. The response might consider alternate factors such as:

- serfdom may have been abolished in the later nineteenth century but the majority of peasants made few gains
- the Great War and the Civil War had a devastating effect on the social and economic condition of the Russian people
- the economic offensive of Stalin; state control of industry and agriculture; stagnated economic and social conditions for many Russians
- the development of the black economy was an important element of everyday life
- stagnation under Brezhnev in the 1960s and 1970s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the social and economic life of the Russian people was transformed between 1871 and 1989.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

ASSESSMENT GRID FOR UNIT 3

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

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