

GCE AS/A LEVEL



WJEC GCE AS/A LEVEL in
HISTORY

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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 4

SPECIMEN ASSESSMENT MATERIALS

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SUMMARY ASSESSMENT GRID

A LEVEL HISTORY

UNIT 4

INTRODUCTION TO SPECIMEN ASSESSMENT MATERIAL

- Unit 4 assesses the second half of the depth study studied in Unit 2. **In Unit 4, centres complete their teaching of the Depth Study chosen for Unit 2.**
- Unit 4 assess both AO1 and AO2.
- Each option in Unit 4 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 4

DEPTH STUDY 1

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

**Part 2: CHALLENGES FACING MARY AND
ELIZABETH c.1553-1570**

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 Question 1 and either Question 2 or 3.

INFORMATION FOR CANDIDATES

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

You are advised to spend up to 60 minutes on Question 1 and up to 45 minutes on either Question 2 or 3.

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

In your answers, you should use knowledge and understanding gained from your study of Unit 2 (AS) where appropriate.

UNIT 4

DEPTH STUDY 1

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

Part 2: CHALLENGES FACING MARY AND ELIZABETH c.1553-1570

Answer Question 1 and either Question 2 or 3.

QUESTION 1 (COMPULSORY)

Study the following sources and answer the question that follows:

Source A

The Queen's Majesty has been lately informed that some of those persons in Commission of the Peace in the county of Pembroke, whose office and duty is to set forth and see maintained Her Highness' laws, ordinances and proceedings, do nevertheless condemn certain points concerning the state of religion established by the realm and set forth by Her Highness, by not resorting to the Common Prayer and Divine Service, and not receiving the Holy Sacraments according to the order prescribed by law, thereby seeking to breed and bring forth such sects and factions as be the very seeds and roots of sedition amongst Her Majesty's people and leaving full of danger to the common quiet and peace of the country. Her Majesty hath presently charged and commanded her Council in the Marches of Wales to inform the Sheriff and Justices of the Peace in the county of Pembroke and to send the letter annexed to them to the intent the same may be returned and subscribed by the hand of so many of them as should allow and agree to the content thereof. It is therefore ordered by Her Majesty's said Council in the Marches of Wales that a letter be directed unto the Sheriff and Justices of the Peace of the said county of Pembroke requiring them forthwith upon receipt to assemble themselves together at some one place or more as shall seem proper for this purpose and there communicate Her Majesty's order and proceed to the subscription of the said order.

[An instruction from the Council of Wales and the Marches to officials of Pembrokeshire concerning subscription to the Act of Uniformity (1569)]

Source B

May it please your Lordships to understand that we, the persons underwritten have subscribed the draft of the letters here enclosed. It refers to Sir Thomas Stradling, Knight, who hath been a Justice of this county, being at this present impotent and unable to travel or to stir out of his bed by reason of the gout, hath not only by mouth to Thomas Carne, Esquire, one of us but also by writing answered us as here forthwith.

First, as regards the coming to church and hearing of divine service and receiving of the blessed sacrament, he says that when he is able to come out of his house there is no layman in this shire that cometh oftener to church to hear divine service than he doth, and also that he doth yearly receive the blessed sacrament and says that his whole family doth the same. And when he cannot come abroad he hath divine service said in his chamber,

(carried over to next page)

Sundays, holidays, Wednesdays and Fridays as it is set forth in the Book of Common Prayer. He trusts that both the Lords of the privy Council and your Lordships will consider that he, being now of age above threescore and eleven and most oftentimes impotent of hands and feet, that it is not requisite so to bind him. And moreover he hopes that his behaviour from his childhood hitherto may be a sufficient testimony that it needs not whose conformity in every point (as we believe) to be true by him declared. So by credible report do we understand that he, when being in health, fails not to observe the times of divine service in his parish church with good devotion and reverence, and in all other things doth further the Queen's Majesty's proceedings. And thus we humbly take our leave this xxi of December 1569.

Your Lordship to command,

Thomas Carne, Robert Gamage, Peyson Price, William Jenkin, Christopher Turbervill, Edward Mansell.

[A letter written to the Council in the Marches of Wales concerning Sir Thomas Stradling and the Act of Uniformity, 21 December 1569]

Source C

The number of the ungodly hath gotten such power, that there is now no place in the whole world left which they have not essayed to corrupt with their most wicked doctrines; and amongst others, Elizabeth, the pretended queen of England, the servant of wickedness, lends thereunto her helping hand, with whom, as in a sanctuary, the most pernicious persons have found a refuge. This very woman, having seized on the kingdom, and monstrously usurped the place of supreme head of the church in all England, and the chief authority and jurisdiction thereof, hath again reduced the said kingdom into a miserable and ruinous condition, which was so lately reclaimed to the Catholic faith and a thriving condition. We seeing that impieties and wicked actions are multiplied one upon the other, as also that the persecution of the faithful and affliction of religion grows every day heavier and heavier, through the instigation and by the means of the said Elizabeth, and since we understand her heart to be so hardened and obdurate are constrained of necessity to betake ourselves to the weapons of justice against her. We do, out of the fullness of our apostolic power, declare the aforesaid Elizabeth, as being an heretic and favourer of heretics, and her adherents in the matters aforesaid, to have incurred the sentence of excommunication, and to be cut off from the unity of the body of Christ. And moreover we do declare her to be deprived of her pretended title to the kingdom aforesaid, and of all dominion, dignity, and privilege whatsoever. And we do command and charge all noblemen, subjects, people, and others aforesaid, that they presume not to obey her, or her orders, mandates and laws.

[Extracts from the Papal Bull excommunicating Elizabeth and releasing her Catholic servants from any requirement of obedience to her (1570)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying reaction to the Elizabethan Church Settlement. [30]

ANSWER EITHER QUESTION 2 OR QUESTION 3

2. Compare and contrast the causes of the Wyatt Rebellion of 1554 with the Northern Rebellion of 1569. [30]

3. 'The most significant development for people in Wales between 1553 and 1570 was greater opportunity for social advancement.' Discuss. [30]

UNIT 4

DEPTH STUDY 1

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

Part 2: CHALLENGES FACING MARY AND ELIZABETH c.1553-1570

MARK SCHEME

QUESTION 1

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 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 2.

Deciding on the mark awarded within a band

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

INDICATIVE CONTENT FOR QUESTION 1

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

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying reaction to the Elizabethan Church Settlement.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying reaction to the Elizabethan Church Settlement. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis of the value of the sources including:

- Source A is an instruction from the Council of Wales and the Marches to officials of Pembrokeshire concerning their reaction to the Act of Uniformity. Candidates should use their understanding of the historical context to identify this Act as an aspect of the Elizabethan Church Settlement. Scrutiny of the content of the source will show that the Council of Wales has serious concerns over the number of local officials in Pembrokeshire who have not shown the necessary commitment to the Act of Uniformity. The tone of the source is not threatening but it does clearly show that there are official concerns over the lack of urgency in following the strictures of this Act. In this way, Source A is of considerable value to an historian studying reaction to the Settlement as it shows that even at official levels, there was a lack of urgency or even a lack of commitment which had to be tackled by the leading authorities in Wales.
- The official evidence of Source A is corroborated by that of Source B. In this evidence the general critical tone of Source A is supported by a specific example of a leading figure in Wales who has not yet subscribed his support to the Act of Uniformity. This source is particularly useful because it gives specific reasons for Stradling's lack of commitment. The content reads very much like a list of excuses by Stradling who is concerned to explain his lack of obvious commitment to the legislation. The authors are fellow landowners and local officials who are obviously keen to show that they have taken action to pressurise Stradling, but to no avail it seems. This may well be linked to the order of Source A and gives the historian valuable evidence to move from a general assertion to support from a specific example.

- While Sources A and B show initial and local reaction to the Church Settlement, Source C is from a more global and serious perspective. The extract from the Papal Bull excommunicating Elizabeth is a crucial source in demonstrating the reaction of the Catholic Church to the religious settlement of Elizabeth. It is obvious that her attempt to find a *via media* was not accepted by the Catholic Church and the use of the weapon of excommunication clearly shows the anger felt in the Church. The tone of the source is very angry and uses words like 'ungodly', 'wicked' and 'heretic' to emphasise this. The Papal Bull forbade Elizabeth's subjects to obey her Settlement on pain of excommunication. Understanding of the historical context will confirm that this placed many Catholics in a trying position. Most remained loyal despite this threat but some used the Papal Bull as an excuse to plot against the Queen.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying reaction to the Elizabethan Church Settlement and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i> <i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i> <i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i> <i>place the sources in the context of the specific enquiry</i> <i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i> <i>attempt to place the sources in the context of the enquiry;</i> <i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i> <i>make a limited attempt to place the sources in the context of the enquiry</i> <i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from source material with limited analysis</i> <i>offer a limited and brief judgment making tentative links to the historical context</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from some of the given sources</i> <i>make some reference to the historical context</i>
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

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

The structure of the mark scheme

The mark scheme for Questions 2 and 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.

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 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.

Compare and contrast the causes of the Wyatt Rebellion of 1554 with the Northern Rebellion of 1569.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case a comparison of the causes of the Wyatt Rebellion of 1554 and of the Northern Rebellion of 1569. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the causes of the Wyatt Rebellion of 1554 the Northern Rebellion of 1569 can be compared. In order to reach a substantiated judgement about this issue, candidates may argue that the causes of the two rebellions had much in common. The response might consider supporting the proposition by considering:

- Both rebellions were aimed at unpopular policies of the Tudor queens
- Both planned to replace the monarch with a female figurehead – Wyatt planned to replace Mary with her sister Elizabeth; the Northern Earls planned to replace the same Elizabeth with Mary Queen of Scots
- Both rebellions were heavily influenced by political concerns: the Wyatt rebels were objecting to the proposed marriage of Mary I to the King of Spain, her cousin Philip II; here were no effective constitutional ways of opposing such a marriage. By the late 1550s, the established Northern families had had their power eroded; the Council of the North currently under the control of the queen's cousin had replaced much of their power
- Both rebellions were led by leading nobles: Wyatt's rebellion was led by prominent members of the Edwardian regime; who had done their best to keep Jane on the throne Northumberland had his restored under Mary Tudor, but under Elizabeth he found his position deprived

Candidates might consider challenging the proposition in the question by arguing that the causes of the two rebellions were also very different in many ways. The response might consider:

- Religious causes were present in both rebellions but it is more likely that this was a stronger motive in 1554. Wyatt was an enthusiastic evangelical and there is evidence of Protestant religious radicalism in Kent, the seat of the rebellion; there was a real fear that Mary would re-Catholicise England if she were Queen. The Northern Earls resented the crown's appointment of the Bishop of Durham; leaders like Markenfield and Matan were influenced by Catholic ideas in the continent
- Economic concerns played a greater role in the 1569 rebellion. Successive assaults on the nobility of the North, saw their lands confiscated - especially Northumberland's. The crown would not accept Northumberland's right to claim profits from copper mines discovered on his estates

- Leading female noblewomen played a considerable role in the 1569 rebellion. The Earl of Westmoreland's wife pressured her husband as well as Northumberland to rise. The countess of Northumberland was powerful - she led men out in rebellion. They could rise in the north as it was not an integral part of the Tudor infrastructure.

Overall candidates will offer a debate and come to a substantiated judgement comparing and contrasting the causes of the Wyatt Rebellion of 1554 and of the Northern Rebellion of 1569.

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 most significant development for people in Wales between 1553 and 1570 was greater opportunity for social advancement.’ 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 most significant development for people in Wales between 1553 and 1570 was greater opportunity for social advancement. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the most significant development for people in Wales between 1553 and 1570 was greater opportunity for social advancement. In order to reach a substantiated judgement about this issue, candidates may argue that the most significant development for people in Wales was greater opportunity for social advancement. The response might consider supporting the proposition by considering:

- the potential benefits promised by the Acts of Union in 1536-1543 were likely to have had an effect on the lives of Welsh people by 1553
- the opportunity for social advancement was attractive and seized upon by the propertied classes, both established landowners and the emerging gentry class
- increased trade also offered the lower classes of society an opportunity to enrich and better themselves. Many took advantage of a stronger government which reduced the prospect of lawlessness and allowed trade and industry to grow both inside and outside Wales and the borders

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

- religious change during the reign of Mary and the first decade of Elizabeth’s reign
- the removal of the use of the Welsh language from official life will have been significant but its impact by 1570 was likely to be limited
- the most significant development may have been a well-documented growth in the numbers of poor and vagrants; the lowest levels of society had no means of social advancement or bettering themselves
- a strong argument would be that in this limited period, the extent of significant development in Wales was unlikely anyway and for most people life showed considerable continuity

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the most significant development for people in Wales between 1553 and 1570 was greater opportunity for social advancement.

ASSESSMENT GRID FOR QUESTIONS 2 AND 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 accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept 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 judgment</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 the key issues and features 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>have 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		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.



A LEVEL HISTORY

UNIT 4

DEPTH STUDY 2

ROYALTY, REBELLION AND REPUBLIC c.1625-1660

**PART 2: CIVIL WAR, COMMONWEALTH AND
PROTECTORATE c.1642-1660**

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 Question 1 and either Question 2 or 3.

INFORMATION FOR CANDIDATES

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

You are advised to spend up to 60 minutes on Question 1 and up to 45 minutes on either Question 2 or 3.

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

In your answers, you should use knowledge and understanding gained from your study of Unit 2 (AS) where appropriate.

UNIT 4

DEPTH STUDY 2

ROYALTY, REBELLION AND REPUBLIC c.1625-1660

PART 2: CIVIL WAR, COMMONWEALTH AND PROTECTORATE c.1642-1660

Answer Question 1 and either Question 2 or 3.

QUESTION 1 (COMPULSORY)

Study the following sources and answer the question that follows:

Source A

We, the free People of England, to whom God hath given hearts, means and opportunity to effect the same, do with submission to his wisdom, in his name, and desiring the equity thereof may be to his praise and glory; agree to ascertain our Government to abolish all arbitrary Power, and to set bounds and limits - both to our Supreme, and all Subordinate Authority, and remove all known Grievances. Accordingly do declare and publish to all the world, that we are agreed as followeth.

That the Supreme Authority of England and the Territories therewith incorporate, shall be and reside henceforth in a Representative of the people consisting of four hundred persons, but no more; in the choice of whom (according to natural right) all men of the age of one and twenty years and upwards (not being servants, or receiving alms, or having served the late King in Arms or voluntary Contributions), shall have their votes.

[John Lilburne, Richard Overton and William Walwyn, leading Levellers, writing in the preamble to the third draft of *The Agreement of the People* in May 1649).
The authors were in prison at this time]

Source B

Rainsborough: 'I think that the poorest man that is in England hath a life to live as the greatest man; and therefore truly, Sir, I think it's clear, that every man that is to live under a Government ought first by his own consent to put himself under that Government; and I do think that the poorest man in England is not at all bound in a strict sense to that Government that he hath not had a voice to put himself under. I do not find anything in the law of God, that a Lord shall choose 20 Burgesses, and a Gentleman but two, or a poor man shall choose none.'

Petty: 'I conceive the reason why we would exclude apprentices, or servants, or those that take alms, is because they depend upon the will of other men and should be afraid to dispense them. For servants and apprentices, they are included in their masters, and so for those that receive alms from door to door; but if there be any general way taken for those are not so bound to the will of other men it would do well.'

[Extracts from the speeches by leading figures at the Putney Debates (1647)]

Source C

In the beginning of time, the great Creator, Reason, made the earth to be a common treasury, to preserve beasts, birds, fishes, and man, the lord that was to govern this creation. For man had domination given to him over the beasts, birds and fishes. But not one word was spoken in the beginning, that one branch of mankind should rule over another. And the reason is this. Every single man, male and female, is a perfect creature of himself. And the same Spirit that made the globe dwells in man to govern the globe; so that the flesh of man, being subject to Reason, his Maker, hath Him to be his teacher and ruler within himself, therefore needs not to run abroad after any teacher and ruler. And hereupon the earth, which was made to be a common treasury of relief for all, both beasts and men, was hedged into enclosures by the teachers and rulers, and the others made servants and slaves. And that the earth that is within this creation made a common storehouse for all, is bought and sold and kept in the hands of a few. The work we are going about is this: to dig up George's Hill and the waste ground thereabouts, and to sow corn, and to eat our bread by the sweat of our brows. And the first reason is this. That we may work in righteousness, and lay the foundation of making the earth a common treasury for all, both rich and poor. That every one that is born in the land may be fed by the earth. For by this work, we are assured, and reason makes it appear to others, that bondage shall be removed, tears wiped away and all poor people by their righteous labours shall be relieved and freed from poverty and straits.

[The Diggers, Everard and Winstanley, writing in their pamphlet,
The True Levellers (1649)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the growth of radical ideas during the Civil Wars in the 1640s [30]

ANSWER EITHER QUESTION 2 OR QUESTION 3

2. How far do you agree that the main reason for Parliament's victory in the Civil Wars was the strength of the New Model Army? [30]

3. 'Oliver Cromwell's failures contributed more than anything else to the restoration of the monarchy in 1660.' Discuss. [30]

UNIT 4

DEPTH STUDY 2

ROYALTY, REBELLION AND REPUBLIC c.1625-1660

PART 2: CIVIL WAR, COMMONWEALTH AND PROTECTORATE c.1642-1660

MARK SCHEME

QUESTION 1

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 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 2.

Deciding on the mark awarded within a band

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

INDICATIVE CONTENT FOR QUESTION 1

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

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the growth of radical ideas in the late 1640s.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying the growth of radical ideas in the late 1640s. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis of the value of the sources including:

- Source A is extracted from the preamble to the third draft of *The Agreement of the People* published in May 1649. This was a document produced by three leading members of the Levellers who were in prison at this time. Understanding of the context will enable candidates to identify this source as part of a kind of manifesto issued by the Levellers. The tone of the source is extreme in its demands and so it can safely be assumed that the three were in prison for their extreme beliefs. Candidates should be able to show understanding of the historical context at the end of the Civil Wars and the regicide of the King. The Levellers were a radical group form in the mid 1640s and the document is typical of many pamphlets and publications distributed by the group to the public at large and within the Parliamentary army. Among their many demands, the source emphasises their regular demand for a parliamentary system that endured voting rights for all adults. Evidence of this kind is of real value to an historian in showing how radical ideas were evolving to appear more extreme at this time.
- There is a link between the document in Source A and the background context to Source B. Earlier versions of the Agreement of the People were the main focus of the Putney Debates, and Source B gives an historian a taste of the argument and discussion that ensued there. It is clear from the source that the debate revolved around the make-up of any future government and the rights that should be given to all people of the country. Rainsborough is clearly arguing for universal suffrage, but Petty is arguing that there should be some limit to the granting of rights, possibly based on property. There may be understanding of the wide nature of the political debate at this time and the fact that the victorious Parliamentary side showed wide divisions of how government should progress.

- The extreme nature of radical ideas is further shown by Source C. This is a statement Everard and Winstanley, leading members of the Diggers issued in their pamphlet, *The True Levellers* in 1649. Contextual understanding should allow candidates to identify the group as one which had some similarity with the ideas of the Levellers referred to in Sources A and B. Source C shows that the Diggers believed in economic equality based on Biblical principles. The document shows that the Diggers proposed an agrarian lifestyle based on the creation of small egalitarian rural communities. Candidates may point out that the group called themselves the True Levellers, but that once they put their idea into practice and started to cultivate common land, people began to call them "Diggers". Their first attempt at setting up a community was at St George's Hill which is referred to in the source. It should be clear to an historian using Source C (and the other sources) that there was a huge variety of radical ideas and theories proposed in the vacuum of power around the late 1640s.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the growth of radical ideas in the late 1640s and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination • provide sustained focus on dealing with the sources in the context of the specific enquiry • offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination • place the sources in the context of the specific enquiry • offer a clear judgment regarding the appropriateness of the sources for the specific enquiry
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of source material with some insight and discrimination • attempt to place the sources in the context of the enquiry; • offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of source material • make a limited attempt to place the sources in the context of the enquiry • offer a judgment on appropriateness of the sources, often through mentioning omissions
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from source material with limited analysis • offer a limited and brief judgment making tentative links to the historical context
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from some of the given sources • make some reference to the historical context
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

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

The structure of the mark scheme

The mark scheme for Questions 2 and 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.

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 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 main reason for Parliament's victory in the Civil Wars was the strength of the New Model Army?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the reasons for Parliament's victory in the Civil Wars. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

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

- the remodelling of the army of Parliament during winter quarters of 1644 was a decisive factor in its eventual victories over the King. This meant a better managed and more disciplined fighting force in the field
- it was a force based on lightly armed cavalry and based on speed - surprising the enemy with the speed of an attack
- discipline was strict and the training was thorough
- pay was also more regular in the army of parliament which meant less desertion
- the New Model Army was a military force based on a person's ability rather than on your position within society

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

- at the outbreak of hostilities the Navy remained loyal to parliament. This in turn meant that they could control the coastal waters and limit the amount of supplies and foreign troops entering the country for the King
- in 1644 Parliament signed the Solemn League and Covenant with the Scots Presbyterians who in turn promised their aid against the King on condition that the Scottish system of church government was adopted in England. The sudden appearance of allies on the scene proved crucial for the Roundheads in securing the North as the King now had two enemies to fight
- Parliament controlled the capital throughout the war: London was the trade centre of England and it was also the wealthiest city
- Parliament had tight control over much of the trade in and out of the land, which in turn meant more money from taxes for the war effort

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the strength of the New Model Army was the main reason for Parliament's victory in the Civil War.

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.

‘Oliver Cromwell’s failures contributed more than anything else to the restoration of the monarchy in 1660.’ 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 Oliver Cromwell’s failures contributed more than anything else to the restoration of the monarchy in 1660.’ They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which Oliver Cromwell’s failures contributed more than anything else to the restoration of the monarchy in 1660. In order to reach a substantiated judgement about this issue, candidates may argue that Oliver Cromwell’s failures contributed more than anything else to the restoration of the monarchy in 1660. The response might consider supporting the proposition by considering:

- Increasing dissatisfaction with the religious, political, economic and social policies pursued by Cromwell in his years in power
- the unpopularity of the army: the austerity of the rule of Cromwell – enforced by the army – had run its course
- divisions that have been identified within the republican leadership which were not addressed by Cromwell
- the government had failed to solve social issues in the country
- corruption in the government was getting out of control

Candidates might consider challenging the proposition in the question by arguing that there were other factors that contributed greatly to the restoration of the monarchy in 1660. The response might consider issues such as:

- the impact of Cromwell’s early death and weakness of his son and successor.
- there was a real chance that the country would descend into chaos
- the growth of anti-republicanism in England
- the work and good sense shown by the King in exile in pressing his claims for the throne

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Oliver Cromwell’s failures contributed more than anything else to the restoration of the monarchy in 1660.

ASSESSMENT GRID FOR QUESTIONS 2 AND 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 accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept 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 judgment</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 the key issues and features 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>have 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		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.



A LEVEL HISTORY

UNIT 4

DEPTH STUDY 3

**REFORM AND PROTEST IN WALES AND ENGLAND
c.1783-1848**

**PART 2: PROTEST AND CAMPAIGNS FOR SOCIAL
REFORM c.1832-1848**

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 Question 1 and either Question 2 or 3.

INFORMATION FOR CANDIDATES

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

You are advised to spend up to 60 minutes on Question 1 and up to 45 minutes on either Question 2 or 3.

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

In your answers, you should use knowledge and understanding gained from your study of Unit 2 (AS) where appropriate.

UNIT 4

DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND c.1783-1848

PART 2: PROTEST AND CAMPAIGNS FOR SOCIAL REFORM c.1832-1848

Answer Question 1 and either Question 2 or 3.

QUESTION 1 (COMPULSORY)

Study the following sources and answer the question that follows:

Source A

We want free trade in corn, because we think it just. We do not seek free trade in corn for the purpose of purchasing it at a cheaper money rate, we require it at the natural price of the world's market. Whether it becomes dearer with free trade - or whether it is cheaper, it matters not to us, provided the people have it at its natural price, and every source of supply is freely opened. We do not believe that free trade in corn will injure the farmer, we are convinced that it will benefit the tenant-farmer as much as any trader or manufacturer in the community.

Neither do we believe it will injure the farm labourer; we think it will enlarge the market for his labour. There will also be a general rise in wages from the increased demand for employment in the neighbouring towns, which will give young peasants an opportunity of choosing between the labour of the field and that of the towns.

We believe that free trade will increase the demand for labour of every kind, for the mechanical classes and those engaged in laborious bodily occupations, for clerks, shopmen and warehousemen. Finally we believe that Free Trade will not diminish but, on the contrary, increase the Queen's revenue.

[Richard Cobden, MP for Stockport and a leading campaigner for free trade, in a speech in the House of Commons (3 July 1844)]

Source B

It is to his own talent and firmness that Sir Robert will owe his success, which cannot fail. He said he had been determined not to go to a general election with the fetters the last election had imposed upon him, and he had meant at the end of the next Session to call the whole Conservative Party together and to declare this to them, that he would not meet another Parliament pledged to the maintenance of the Corn Laws, which could be maintained no longer, and that he would make a public declaration to this effect before another general election came on. This had been defeated by events coming too suddenly upon him, and he had no alternative but to deal with the Corn Laws before a national calamity would force it on. The League had made immense progress, and had enormous means at their disposal. If he had resigned in November, Lord Stanley and the Protectionists would have been prepared to form a Government, and a Revolution might have been the consequence of it. Now they felt that it was too late.

(carried over to next page)

Sir Robert has an immense scheme in view; he thinks he shall be able to remove the contest entirely from the dangerous ground upon which it has got - that of a war between the manufacturers, the hungry and the poor against the landed proprietors, the aristocracy, which can only end in the ruin of the latter; he will not bring forward a measure upon the Corn Laws, but a much more comprehensive one. He will deal with the whole commercial system of the country. He will adopt the principle of the League, that of removing all protection and abolishing all monopoly, but not in favour of one class and as a triumph over another, but to the benefit of the nation, farmers as well as manufacturers. He would begin with cotton, and take in all the necessaries of life and corn amongst them. The experiments he made in 1842 and 1845 with boldness but with caution had borne out the correctness of the principle: the wool duty was taken off, and wool sold higher than ever before; foreign cattle were let in, and the cattle of England stood better in the market than ever. He would not ask for compensation to the land, but wherever he could give it, and at the same time promote the social development, there he would do it, but on that ground.

[From a memorandum written by Prince Albert for Queen Victoria (25 December 1845)]

Source C

I firmly believe that the only trust of the country is in your Grace's consistency and firmness; and I confess I cannot see what right Sir R. Peel can have to drag your Grace through the mire of his own changes of opinion. He may say with truth and candour, that *his* opinions are changed, but can your Grace say so? Why should not he have the whole responsibility of his own conduct? What has your Grace to do with the affair? You were deceived in the first instance; you were taught to believe that the proposed measure arose out of the Irish famine. It is now admitted that that was a mere pretext and I and others know, what was concealed from your Grace, that there was a long conceived design of attacking the protection system.

I admit that he, having declared his opinions, and confirmed them by his resignation, cannot well go back; but why should your Grace and the majority of the old Cabinet follow him? Your Grace, I hope, will excuse this honest expostulation. I may be wrong, but you know I am sincere. Peel is my dear friend. I have left public life; I have no personal object in the advice I venture to give; but I am impelled by what I consider the imminent ruin of the country, and by my deep anxiety for your Grace's glory, and my sincere affection for your person.

[From a letter written by John Croker, Secretary to the Admiralty, to the Duke of Wellington (January 4 1846)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the repeal of the Corn Laws. [30]

ANSWER EITHER QUESTION 2 OR QUESTION 3

2. How far do you agree that the work of Sir Edwin Chadwick was the most significant influence on social reform in the period 1832-1848? [30]

3. 'Firm government action was mainly responsible for the failure of the Chartist movement.' Discuss. [30]

UNIT 4

DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND c.1783-1848

PART 2: PROTEST AND CAMPAIGNS FOR SOCIAL REFORM c.1832-1848

MARK SCHEME

QUESTION 1

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 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 2.

Deciding on the mark awarded within a band

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

INDICATIVE CONTENT FOR QUESTION 1

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

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the repeal of the Corn Laws.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying the repeal of the Corn Laws. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made about the origin and nature of the sources including:

- Source A is a speech by a leading light in the Anti-Corn Law League in the House of Commons in 1844. The speech extols the virtues of free trade, how it will benefit farmers, farm labourers, general employment and consequently the tax revenues of the government. The speech praises the free market and its advantages for the general prosperity of the country: what matters is that the price of corn is determined by the free market not interference from government. The source provides a classic statement of the arguments of the free traders, for whom the Corn Laws were a prime target for reform. The source is, of course, spin and the historian would be aware of its one-sided nature. The arguments for protection are not mentioned nor are the benefits of free trade subjected to critical assessment. The tone of the speech is optimistic about the benefits of free speech and is designed to appeal across a wide spectrum of social groups and to the government.
- Source B is a memorandum by Prince Albert written at the height of the Corn Law repeal controversy. Prince Albert is in a privileged position to know the thinking of Sir Robert Peel and it is an accurate summary of Peel's motivation. Peel had hoped to go to the country on the Corn Law issue but the Irish famine had escalated matters. The source acknowledges the impact of the Anti-Corn Law League and the ambition of Peel's project in bringing about free trade, not just the repeal of the Corn Laws. It acknowledges Peel's success in the 1842 and 1845 budgets in starting this project. The language and tone of the document betrays Prince Albert's sympathetic stance towards Peel e.g. "his own talent and firmness", his "boldness" and his admiration for Peel as a man of principle who wanted electoral support for repeal, who wanted to promote the social and economic development of the country. An historian would take this stance into account in assessing an invaluable insight into the thinking of the Prime Minister from the Queen's Consort.

- Source C is a private letter from John Croker to the Duke of Wellington at the height of the Corn Law crisis. The source takes a more jaundiced view of Peel who is alleged to have misled not only the Duke of Wellington but also the country. Croker believed Peel's actions were motivated by the Irish famine but now thinks this was just a pretext for a wider reform of trade. It accuses Peel on inconsistency and indecision. The language and tone of the document is obsequious towards Wellington, critical of Peel and apocalyptic about the prospects for the country. An historian would find the source of value in understanding the mind set of Tories opposed to Peel's policy and the bias of the document would be taken into account.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the repeal of the Corn Laws and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination • provide sustained focus on dealing with the sources in the context of the specific enquiry • offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination • place the sources in the context of the specific enquiry • offer a clear judgment regarding the appropriateness of the sources for the specific enquiry
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate valid analysis and evaluation of source material with some insight and discrimination • attempt to place the sources in the context of the enquiry; • offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • demonstrate some appropriate comments regarding the analysis and evaluation of source material • make a limited attempt to place the sources in the context of the enquiry • offer a judgment on appropriateness of the sources, often through mentioning omissions
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from source material with limited analysis • offer a limited and brief judgment making tentative links to the historical context
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • comprehend and extract from some of the given sources • make some reference to the historical context
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

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

The structure of the mark scheme

The mark scheme for Questions 2 and 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.

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 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 work of Sir Edwin Chadwick was the most significant influence on social reform in the period 1832-1848.’ 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 Sir Edwin Chadwick was the most significant influence on social reform in the period 1832-1848. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which Sir Edwin Chadwick was the most significant influence on social reform in the period 1832-1848. In order to reach a substantiated judgement about this issue, candidates may argue that Sir Edwin Chadwick was the most important influence on social reform in the period 1832-1848. The response might consider supporting the proposition by considering:

- the utilitarian influence on the investigation and solutions of social problems which Chadwick subscribed to
- Chadwick’s report into the poor laws and its implementation of the new system
- his report into sanitary conditions and the 1848 Public Health Act
- Chadwick’s role in setting up the Central Commission
- the quantitative approach to reform and cost benefit analysis

Candidates might consider challenging the proposition in the question by arguing that there were other major influences on social reform in the period 1832-1848. The response might consider issues such as:

- the influence of evangelicalism and humanitarian concerns
- the impact of the abolition of slavery and factory reform
- reports into the conditions in factories and mines
- the role of other reformers such as Shaftesbury and Sadler
- concerns about the education of the poorer classes
- fear of social disorder and concerns about the productivity of the workforce
- impact of novelists like Charles Dickens and Mrs Gaskell

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Sir Edwin Chadwick was the most significant influence on social reform in the period 1832-1848.

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.

‘Firm government action was mainly responsible for the failure of the Chartist movement.’ 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 firm government action was mainly responsible for the failure of the Chartist movement. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which firm government action was mainly responsible for the failure of the Chartist movement. In order to reach a substantiated judgement about this issue, candidates may argue that firm government action was mainly responsible for the failure of the Chartist movement. The response might consider supporting the proposition by considering:

- the refusal to accept the Chartist petitions
- the deployment of the army in the trouble spots in 1839 and 1842
- the use of railways to transport troops
- the elaborate security measures taken to control the 1848 demonstrations
- prosecution of Chartists after 1839 and 1842

Candidates might consider challenging the proposition in the question by arguing that in some respects firm government action was not responsible for the failure of the Chartist movement. The response might consider issues such as:

- the impact of government economic policies and the ending of depressions
- the divisions within the Chartist movement
- mistakes made by the leadership of the movement
- the failure to combine effectively with other protest movements e.g. the Anti-Corn Law League
- the impact of social reforms on the working classes

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which firm government action was mainly responsible for the failure of the Chartist movement.

ASSESSMENT GRID FOR QUESTIONS 2 AND 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 accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept 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 judgment</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 the key issues and features 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>have 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		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.



A LEVEL HISTORY

UNIT 4

DEPTH STUDY 4

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

**PART 2: ECONOMIC AND SOCIAL CHALLENGES IN
WALES AND ENGLAND c.1918 - 1939**

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 Question 1 and either Question 2 or 3.

INFORMATION FOR CANDIDATES

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

You are advised to spend up to 60 minutes on Question 1 and up to 45 minutes on either Question 2 or 3.

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

In your answers, you should use knowledge and understanding gained from your study of Unit 2 (AS) where appropriate.

UNIT 4

DEPTH STUDY 4

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

**PART 2: ECONOMIC AND SOCIAL CHALLENGES IN
WALES AND ENGLAND c.1918 - 1939**

Answer Question 1 and either Question 2 or 3.

QUESTION 1 (COMPULSORY)

Study the following sources and answer the question that follows:

Source A

SECRET

Commissioner,

The identity of Mrs. Simpson's secret lover has now been definitely ascertained. He is Guy Marcus TRUNDLE, now living at 18 Bruton Street, W.

TRUNDLE is described as a very charming adventurer, very good looking, well bred and an excellent dancer. He is said to boast that every woman falls for him. He meets Mrs. Simpson quite openly at informal social gatherings as a personal friend, but secret meetings are made by appointment when intimate relations take place. TRUNDLE receives money from Mrs. Simpson as well as expensive presents. He has admitted this.

Mrs Simpson has said that her husband is now suspicious of her association with other men as he thinks this will eventually cause trouble with P.O.W. Mrs Simpson has also alleged that her husband is having her watched for this reason, and in consequence she is very careful for the double purpose of keeping both P.O.W. and her husband in ignorance of her surreptitious love affairs.

TRUNDLE is a married man. He was born in York on 25th April 1899 and is the son of a Clerk in Holy Orders. He was married in 1932 to Melosine Vivien Helen Mary CARY-BARNARD, the daughter of Cyril Darcy Vivien CARY-BARNARD, described as a retired General of the Tank Corps. TRUNDLE is a motor engineer and salesman and is said to be employed by the Ford Motor Company. It is not known what salary he gets.

Prior to his association with Mrs. Simpson, TRUNDLE had an "affair" with Mrs. Fearnley Whittingstall. TRUNDLE claims to have met the P.O.W. through Mrs Simpson.

Superintendent

[A secret Special Branch report to the Metropolitan Police Commissioner, on the activities of Mrs Simpson, dated 3rd July 1935, but not released to the public until 2003]

Source B

Being the senior in my profession, I have lately been approached by several of my confreres, who have done me the honour of asking my advice in the difficult position in which the Press of this country finds itself. The newspapers of the whole world are busily engaged in recording every incident of the King's friendship for Mrs Simpson. Some have urged me, as the editor of a newspaper which is the staunchest supporter of monarchical institutions, to break what they term "The Great Silence". The fact of the subject being ventilated would inevitably open the floodgates which now hold back the sensational newspapers. The result would be a deadly blow to the Monarchy. In such a delicate matter as this, the Press should follow the Government and not dictate to it. Only when the Cabinet have taken action would it be wise and proper for newspapers to comment or advise. My enquiries and conversations with other members of my profession convince me that it will be impossible to expect that this self-imposed silence will last very much longer. The arguments I have used in the course of my conversations with my journalistic friends are accepted as being weighty and reasonable but each one has asked me the question - "For how long?"

[H. A. Gwynne, editor of the *Morning Post*, writing in a letter to the Prime Minister, (12th November 1936)]

Source C

I was stunned. Clearly there was only one thing for me to do: it was to leave the country immediately as Hardinge had implored. Almost peremptorily the King said "You'll do no such thing. I won't have it. This letter is an impertinence"

"That may well be. But just the same I think he's being sincere. He's trying to warn you that the Government will make you give me up"

"They can't stop me. On the throne or off, I'm going to marry you"

Now it was my turn to beg him to let me go. Summoning all the powers of persuasion, I tried to convince him of the hopelessness of our position. For him to go on hoping, to go on fighting the inevitable, could only mean tragedy for him and catastrophe for me. He would not listen. Taking my hand, he said, with the calm of a man whose mind is made up, "I'm going to send for Mr Baldwin to see me at the Palace tomorrow. I'm going to tell him that if the country won't approve our marrying, I'm ready to go." I burst into tears.

[From the diary of the Duchess of Windsor (November 1936)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the Abdication Crisis of 1936. [30]

ANSWER EITHER QUESTION 2 OR QUESTION 3

2. How far do you agree that the most significant development in popular culture between the wars was the availability of radio? [30]

3. 'Life for the people of Wales and England was substantially better in 1939 than it had been in 1933.' Discuss. [30]

UNIT 4

DEPTH STUDY 4

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

**ECONOMIC AND SOCIAL CHALLENGES IN
WALES AND ENGLAND c.1918 - 1939**

MARK SCHEME

QUESTION 1

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 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 2.

Deciding on the mark awarded within a band

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

INDICATIVE CONTENT FOR QUESTION 1

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

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the Abdication Crisis of 1936.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying the Abdication Crisis of 1936. Knowledge of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis of the value of the sources including:

- Source A shows the rather unsavoury nature of the principal lady in the issue of the Abdication Crisis and partly explains her reluctance to accept the decision of the Prince of Wales recorded in her diary in Source C. The gathering of the evidence by the Special Branch and the secret nature of the report would be of value to an historian as it indicates the sensitive nature of the issues as mentioned in Source B. The historian would be aware that while the affair was an open secret outside Britain and amongst the elite there was little public debate. The source in its official reporting tone appears to present accurate and reliable evidence of value to an historian who would otherwise be unaware of the details of the various affairs or the degree of surveillance on the Prince of Wales, Mrs Simpson and other individuals. This publication of this evidence in 2003 may have caused historians to re-evaluate the role of Mrs Simpson in the abdication crisis.
- Source B provides evidence of value to an historian in supporting the implication in Source A that although the elite were well aware of the Royal affair there was a conspiracy to keep the matter under wraps in the “Great Silence” to protect the Monarchy. Although the origin of the source is from a senior newspaper editor the historian would recognise the nature of the letter as not being supportive to the King as the Morning Post was opposed to the proposed marriage but seeking to put pressure on Baldwin, the Prime Minister, to resolve the issue, which was done within a month by the King’s abdication. The historian would find this source of value in understanding the development of the debate between Baldwin and the Cabinet and Edward and his supporters such as Churchill, the talk of creating a “King’s Party” and a possible appeal to the people to support the King.

- The origin of Source C could not be more central or valuable to an historian studying the Abdication Crisis in that it is a very emotional but factual and presumably accurate record of the very moment Edward made clear his intention to go though the reference to “if the country won’t approve our marrying, I’m ready to go.” reinforces the contention that Edward was put under pressure to abdicate by the “letter” as inferred in Source B. This source would be of value to an historian because it was recorded in her diary by Mrs Simpson and makes clear the immediacy of the King’s decision. It is clear that she was willing to give up the King – Source A shows that she was not short of admirers – but he was not prepared to give her up, though the self-sacrificing tone of the source may be open to question.

Overall, candidates provide a judgment regarding the value of the sources to an historian studying the Abdication Crisis of 1936 and are aware and able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i> <i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i> <i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i> <i>place the sources in the context of the specific enquiry</i> <i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i> <i>attempt to place the sources in the context of the enquiry;</i> <i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i> <i>make a limited attempt to place the sources in the context of the enquiry</i> <i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from source material with limited analysis</i> <i>offer a limited and brief judgment making tentative links to the historical context</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from some of the given sources</i> <i>make some reference to the historical context</i>
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

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

The structure of the mark scheme

The mark scheme for Questions 2 and 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.

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 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 most significant development in popular culture between the wars was the availability of radio?

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 most significant development in popular culture between the wars was the availability of radio. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the most significant development in popular culture between the wars was the availability of radio. In order to reach a substantiated judgement about this issue, candidates may argue that the most significant development in popular culture between the wars was the availability of radio. The response might consider supporting the proposition by considering:

- the mass production of radio sets and the availability of hire purchase schemes meant that they became available to most people in the country
- the British government was quick to see the potential of the new medium and set up the BBC to co-ordinate production and programming; the corporation was funded by a licence fee
- the aim of the corporation was to educate and entertain; later in the 1930s, many people were able to tune into stations from France
- listening figures were huge; people were able to listen to plays and music and later sports broadcasts; the government used the radio to broadcast public information, especially as the war drew near in the late 1930s

Candidates might consider challenging the proposition in the question by arguing that while radio was influential, other changes in popular culture were also significant. The response might consider:

- the increasing availability of the motor car and the motorbike (with sidecar) which gave people greater access to more remote areas of the country especially those not on the railway network
- the growth of spectator sports especially football and cricket which attracted vast crowds in the 1920s
- the influence of the cinema, especially after sound became common in the 1930s
- introduction of holiday pay in the 1920s and the availability of cheaper holidays such as youth hostels and, later in the decade, holiday camps
- there is an argument that in several areas of Wales and England the effects of the depression meant that access to consumer goods was very limited in this period

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the availability of radio was the most significant development in popular culture between the wars.

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.

‘Life for the people of Wales and England was substantially better in 1939 than it had been in 1933.’ 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 life for the people of Wales and England was substantially better in 1939 than it had been in 1933. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which aspects of life in Wales and England had changed between 1933 and 1939. In order to reach a substantiated judgement about this issue, candidates may argue that though there elements of prosperity during and by the end of this period there were regional and local areas where no substantial improvements were evident. The response might consider supporting the proposition by considering:

- the impact of Government legislation such as the introduction of the Special Areas Act and marketing boards
- the impact of migration, greater social freedoms, improvements in the provision of education, health and housing
- the impact of increased leisure time, growth of spectator sports, better transport provision, introduction of Holiday Pay; cinema and radio
- the impact of new industries, introduction of the National Grid, growth of consumerism, the economic and industrial recovery of the pre –War years, the dawn of affluence, reducing unemployment

Candidates might consider challenging the proposition in the question by arguing that in some respects life in Wales and England had not substantially improved by 1939. The response might consider

- regional variations where there was little economic progress seen or any substantial change for the better for the people
- housing and infrastructure remained in as poor a condition in 1939 as before in some areas
- health and lifestyle changes inflicted by the hardships of the Depression were evident for the decade
- the Means Test proved humiliating for a generation of people

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which life for the people of Wales and England was substantially better in 1939 than it had been in 1933.

ASSESSMENT GRID FOR QUESTIONS 2 AND 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 accurate, relevant and precise historical knowledge</i> <i>have a specific focus on discussing the key concept 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 judgment</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 the key issues and features 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>have 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		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.



A LEVEL HISTORY

UNIT 4

DEPTH STUDY 5

RELIGIOUS REFORMATION IN EUROPE c.1500-1564

**PART 2: THE SPREAD OF PROTESTANTISM AND
COUNTER-REFORMATION c.1531-1564**

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 Question 1 and either Question 2 or 3.

INFORMATION FOR CANDIDATES

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

You are advised to spend up to 60 minutes on Question 1 and up to 45 minutes on either Question 2 or 3.

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

In your answers, you should use knowledge and understanding gained from your study of Unit 2 (AS) where appropriate.

UNIT 4

DEPTH STUDY 5

RELIGIOUS REFORMATION IN EUROPE c.1500-1564

**PART 2: THE SPREAD OF PROTESTANTISM AND
COUNTER-REFORMATION c.1531-1564**

Answer Question 1 and either Question 2 or 3.

QUESTION 1 (COMPULSORY)

Study the following sources and answer the question that follows:

Source A

Your Highness must be aware that it was, and always will be, in the nature of heretics to be obstinate and hard, never willing to give way or consent to reason, nor to any authority, however clear and approved. This I am convinced will be the same with these, from the protestation they make and propound at the beginning. For though they try to cover it up and soften it down with fine words, yet it seems to me to say nothing else in the end than that, if the matter is not settled to their liking, they mean to persist in their opinion and in their appeal to a future Council - not because they are to be determined, either as regards belief or giving way, by any Council; but that they may be able to persist in their wrong opinions and evade the coming of Your Highness for their great good, and in this way (which God avert) reduce all Germany to their perverse opinions, fill it with tumults and seditions, as they have done up to now, and so be able to contaminate the rest of Christendom. But let your Catholic Majesty with your illustrious Princes and good and true Christians, after having established a complete understanding and confederation, prepare to decide thoroughly to extirpate these heresies, proceeding against them with order and system by means of reason and justice.

[Cardinal Legate Campeggio's response to the Augsburg Confession (July 1530)]

Source B

Furthermore, if war breaks out - which God forbid - I will not reprove those who defend themselves against the murderous and bloodthirsty papists. For in such an instance, when the murderers and bloodhounds wish to wage war and to murder, it is in truth no insurrection to rise against them and defend oneself. This is my sincere advice: If the Emperor should issue a call to arms against us on behalf of the Pope or because of our teaching, as the papists at present horribly gloat and boast - though I do not yet expect this of the Emperor - no one should lend himself to it or obey the Emperor in this event. All may rest assured that God has strictly forbidden compliance with such a command of the Emperor. Whoever does obey him can be certain that he is disobedient to God and will lose both body and soul eternally in the war. For in this case the Emperor would not only act in contravention of God and divine law but also in violation of his own imperial law, vow, duty, seal, and edicts. I shall submit clear and strong reasons and arguments

(carried over to next page)

to convince you that this is not my own counsel, but God's earnest, manifold, and stringent command. And as I did above, I testify here again that I do not wish to incite or spur anyone to war or rebellion or even self-defence, but solely to peace. But if the papists - our devil - refuse to keep the peace and, impenitently raging against the Holy Spirit with their persistent abominations, insist on war, and thereby get their heads bloodied or even perish, I want to witness publicly here that this was not my doing, nor did I give any cause for it.

[Martin Luther, in his pamphlet, *Dr. Martin Luther's Warning to his Dear German People* (1531)]

Source C

In order to bring peace into the holy empire of the Germanic Nation, between the Roman Imperial Majesty and the Electors, princes, and Estates: let neither his Imperial Majesty for the Electors, Princes, etc., do any violence or harm to any estate of the Empire on account of the Augsburg Confession, but let them enjoy their religious belief, liturgy and ceremonies as well as their estates and other rights and privileges in peace; and other rights and privileges in peace; and complete religious peace shall be obtained only by Christian means of amity, or under threat of the punishment of the imperial ban.

Likewise the Estates espousing the Augsburg Confession shall let all the Estates and Princes who cling to the old religion live in absolute peace and in the enjoyment of all their estates, rights and privileges.

However all such as do not belong to the two above-mentioned religions shall not be included in the present peace but be totally excluded from it.

Where an archbishop, or prelate or any other priest of our old religion shall abandon the same, his archbishopric, bishopric, prelate, and other benefices, together with all their income and revenues which he has so far possessed, shall be abandoned by him without any further objection or delay. The chapters and such as are entitled to it by common law or the custom of the place shall elect a person espousing the old religion, who may enter on the possession and enjoyment of all the rights and incomes of the place without any further hindrance and without prejudging any ultimate amicable settlement of religion.

[An extract from the Peace of Augsburg (September 25th 1555)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the relationship between Lutheranism and the Catholic Church in the early 1530s. [30]

ANSWER EITHER QUESTION 2 OR QUESTION 3

2. To what extent was the use of the printing press mainly responsible for the spread of Lutheranism after 1531? [30]

3. 'The Jesuits were the most significant force behind the strengthening of the Catholic Church in the years 1531-1564'. Discuss.' [30]

UNIT 4

DEPTH STUDY 5

RELIGIOUS REFORMATION IN EUROPE c.1500-1564

**PART 2: THE SPREAD OF PROTESTANTISM AND
COUNTER-REFORMATION c.1531-1564**

MARK SCHEME

QUESTION 1

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 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 2.

Deciding on the mark awarded within a band

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

INDICATIVE CONTENT FOR QUESTION 1

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

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the relationship between Lutheranism and the Catholic Church in the early 1530s.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying the relationship between Lutheranism and the Catholic Church in the early 1530s. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is a response by a papal legate to what is regarded as the primary confessional document for the Lutheran movement. Understanding of the historical context will allow candidates to explain that the Emperor had called upon the Princes to explain their religious convictions in order to restore unity within the Empire. Campeggio, the papal legate, accompanied the Emperor at Augsburg and was thus charged with the maintenance of ecclesiastical discipline and to provide unity of Faith. In this source it is clear that Campeggio did not trust Protestants and wanted imperial authority to put down Protestants, if necessary by force. Thus the Church shows itself determined to attack what it sees as false teaching and heresy, and as such is a reaffirmation of Catholic teaching. The tone of the source is defensive as is essentially Catholic propaganda deliberately deployed in order to illicit a sense of loyalty and conformity towards the 'true faith'. Even though the source is dated 1530, it still provides valuable evidence to an historian studying the relationship between Lutheranism and the Catholic Church because it reveals the unwillingness of the Catholic Church to accept Lutheranism on any level at this stage as the 1530s dawn.
- Source B is from Luther's pamphlet to the German people issued in 1531. This pamphlet is really a reflection of Luther upon the success of the early Reformation in broader terms, and his desire to protect the Lutheran advances. In this pamphlet he discusses how right it was to present armed resistance to the Emperor and left the choice to take up arms to protestant rulers. Luther wrestled with the question of whether and in what manner it might be appropriate to resist authority. He concluded that defensive action to protect the gospel was permissible but he was opposed to insurrection which was absolutely forbidden. This source is valuable to historians because Martin Luther's pamphlets gave a scale and cohesion to Lutheranism and help understand the difficult relationship with the Catholic Church at this time.

- Source C is from the Peace of Augsburg, a treaty between Charles V and the Schmalkaldic League signed in 1555. It is an official document which ended the struggle between the two groups and paved the way for the legal division of Christendom within the Holy Roman Empire. The Princes were allowed to select either Lutheranism or Catholicism. The source shows that Lutheranism was now given official status, a considerable advance from the emotions expressed in Sources A and B. However, it shows that the Emperor and thus the Catholic Church did not accept the traditions of Calvinism or Anabaptism. Whilst moderately successful in relieving tensions between Lutheranism and Catholicism it is useful to an historian in showing that minorities were not tolerated and confirms the negative reaction of the Catholic Church through Charles V to reform. There may have been peace at Augsburg but no permanent resolution.

Overall, candidates will assess the value of the sources to an historian studying the relationship between Lutheranism and the Catholic Church in the early 1530s and they are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i> <i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i> <i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i> <i>place the sources in the context of the specific enquiry</i> <i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i> <i>attempt to place the sources in the context of the enquiry;</i> <i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i> <i>make a limited attempt to place the sources in the context of the enquiry</i> <i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from source material with limited analysis</i> <i>offer a limited and brief judgment making tentative links to the historical context</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from some of the given sources</i> <i>make some reference to the historical context</i>
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

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

The structure of the mark scheme

The mark scheme for Questions 2 and 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.

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 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 the use of the printing press mainly responsible for the spread of Lutheranism after 1531?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case to what extent the use of the printing press was mainly responsible for the spread of Lutheranism after 1531. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the use of the printing press was mainly responsible for the spread of Lutheranism after 1531. In order to reach a substantiated judgement about this issue, candidates may argue that the use of the printing press was mainly responsible for the spread of Lutheranism after 1531. The response might consider supporting the proposition by considering:

- the printing press disseminated the ideas, beliefs and thoughts of the reformers in the vernacular and orally to the public who may have been disengaged
- pamphlets which were easy to disseminate and produce made controversy accessible and popular
- the sheer volume of publications made it difficult for the Catholic propagandists to quell Protestant ideas and doctrine and so transformed religious thought and doctrine.
- Catholic propagandists refuted Luther's work but in so doing gave a voice to Protestant ideas and introduced it to Catholics

Candidates might consider challenging the proposition in the question by arguing that in some respects that other factors were responsible for the spread of Lutheranism after 1531. The response might consider:

- Luther's charisma; his belief in a planned campaign and the cohesion he gave to Lutheranism
- the role of other major Reformers
- Roman Catholic reaction provided a spur of injustice to the movement and gave notoriety to corruption and spread hostility towards the papacy;
- the protection of Frederick Elector of Saxony; the Princes and the Schmalkaldic League; Charles' failure to suppress Lutheranism
- the prevailing social and economic conditions within Germany and neighbouring countries

Overall candidates will offer a debate and come to a substantiated judgement regarding extent to which the printing press was mainly responsible for the spread of Lutheranism after 1531.

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 Jesuits were the most significant force behind the strengthening of the Catholic Church in the years 1531-1564.’ 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 Jesuits were the most significant force behind the strengthening of the Catholic Church. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the Jesuits were the most significant force behind the strengthening of the Catholic Church. In order to reach a substantiated judgement about this issue, candidates may argue that the Jesuits were the most significant force behind the strengthening of the Catholic Church. The response might consider supporting the proposition by considering:

- the Jesuit influence upon education was central to the revival of Catholicism
- the Jesuits gave Catholicism a more confident basis after years of self-inflection
- the Jesuits attracted the rich who began to endow this new success
- Loyola was crucial: he was the systematised, de-mysticised quintessence of the movement.

Candidates might consider challenging the proposition in the question by arguing that in some respects other factors were responsible for the strengthening of the Church. The response might consider:

- the Jesuits were only one amongst many orders such as the Dominicans and Capuchins
- the papacy had already begun the process of fighting back and reasserting Catholic authority
- the Inquisition begun in 1542
- the role of the Reform Popes and the Council of Trent; Paul III and Paul IV
- the support and co-operation of Catholic rulers

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Jesuits were the most significant force behind the strengthening of the Catholic Church in the years 1531-1564.

ASSESSMENT GRID FOR QUESTIONS 2 AND 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 accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept 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 judgment</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 the key issues and features 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>have 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		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.



A LEVEL HISTORY

UNIT 4

DEPTH STUDY 6

FRANCE IN REVOLUTION c.1774-1815

**PART 2: FRANCE: REPUBLIC AND NAPOLEON
c.1792-1815**

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 Question 1 and either Question 2 or 3.

INFORMATION FOR CANDIDATES

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

You are advised to spend up to 60 minutes on Question 1 and up to 45 minutes on either Question 2 or 3.

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

In your answers, you should use knowledge and understanding gained from your study of Unit 2 (AS) where appropriate.

UNIT 4

DEPTH STUDY 6

FRANCE IN REVOLUTION c.1774-1815

PART 2: FRANCE: REPUBLIC AND NAPOLEON c.1792-1815

Answer Question 1 and either Question 2 or 3.

QUESTION 1 (COMPULSORY)

Study the following sources and answer the question that follows:

Source A

The execution of Marie Antoinette and the Girondin deputies furnished a terrible example to astonish the universe and strike fear amongst the most guilty. Bloodshed is necessary in order to punish those who might follow their example. There must be a public sacrifice of traitors to heal the wounds of the country. The fall of twenty one Girondin heads and that of the slut Marie Antoinette has highlighted aristocratic fury and revealed in a flash its intention of knocking over the column of liberty. There are other enemies no less dangerous. Do not spare those vampires who suck the blood of *La Patrie*. The blade of vengeance should fall on all guilty heads. Do not forget the sublime words of the prophet Marat: 'Sacrifice two hundred thousand heads now and you will save a million.'

[A petition from a group of sans-culottes in Paris to the National Convention
(12 November 1793)]

Source B

Reply to the impertinent question: but what is a Sans-Culotte? A Sans-Culotte, *messieurs les coquins*? He is a man who goes everywhere on his own two feet, who has none of the millions you're all after, no lackeys to wait on him and who lives quite simply with his wife and children, if he has any, on the fourth and fifth floor. He is useful, because he knows how to plough a field, handle a forge, a saw, a file, to cover a roof, how to make shoes and shed his blood to the last drop to save the Republic. In the evening, he's at his Section, not powdered and perfumed and all dolled up to catch the eye of the *citoyennes* in the galleries, but to support sound resolutions. A Sans-Culotte always keeps his sword with an edge, to chop the ears of the malevolent. Sometimes he carries his pike and at the first roll of the drum, off he goes to the *Vendée*, to the *armée des Alpes* or the *armée du Nord*.

[A contemporary but anonymous description of a sans-culotte written in April 1793]

Source C

Representatives of the people.

Just how long are you going to tolerate royalism, ambition, egotism, intrigue and avarice, each of them linked to fanaticism, and opening our frontiers to tyranny? How long are you going to suffer food-hoarders spreading famine throughout the Republic in the detestable hope that patriots will cut each other's throats and the throne will be restored over our bloody corpses, with the help of foreign despots? You must hurry, representatives of the people, to deprive all former nobles priests, *parlementaires* and financiers of all administrative and judicial responsibility; also to fix the price of basic foodstuffs, raw materials, wages and the profits of industry and commerce. The general assembly of the *Section des Sans Culottes* therefore resolves to ask the Convention to decree that the price of basic necessities be fixed at the levels of 1789 -1990.

[Taken from an address to the Convention by the Section des Sans Culottes
(2 September 1793)]

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

ANSWER EITHER QUESTION 2 OR QUESTION 3

2. How far do you agree that Robespierre was mainly concerned with the personal pursuit of power? [30]

3. 'Nearly all aspects of life in France in 1792 had been transformed by 1815.' Discuss. [30]

UNIT 4

DEPTH STUDY 6

FRANCE IN REVOLUTION c.1774-1815

PART 2: FRANCE: REPUBLIC AND NAPOLEON, c.1792-1815

MARK SCHEME

QUESTION 1

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 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 2.

Deciding on the mark awarded within a band

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

INDICATIVE CONTENT FOR QUESTION 1

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

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the role of the sans-culottes in the French Revolution.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying the role of the sans-culottes in the French Revolution. Knowledge of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis of the value of the sources including:

- Source A shows the role of the sans-culottes in putting pressure on the National Convention to attack and destroy the factions that they disapproved of, especially the Girondin and aristocrats, the “traitors” / “enemies”, by which they meant the range of counter – revolutionaries in the context of the reversals of 1793, including the assassination of their “prophet” Marat in July of that year. The source is typical of the demands made by the Parisian sans-culottes who felt threatened by the War of the First Coalition and as such provides accurate and reliable evidence of value to an historian who would be aware of the tone of the source and the veracity of the intense violent and extremist language used by the sans-culottes.
- Source B provides evidence of value to an historian who would be aware of the purpose of the source to glorify the sans-culottes and denigrate the factions they consider disloyal to the revolution such as the bourgeoisie (inferred by references to rich members of society) and aristocrats - both of which are implied by reference to powdered, perfumed and pampered theatre goers. Although the origin of the source is unknown the historian would recognise the nature of the claim that the sans-culottes not only protected the revolution at home but were prepared to take up arms abroad. The boastful tone of the source would provide evidence to the historian of the high regard that the sans-culottes felt in their newly acquired role as *citizens* rather than *subjects* and as the protectors of the Revolution.

- The content of Source C reinforces the demanding tone and the self-interest of the sans-culottes evident in Source A as they pressed for economic and financial controls in the face of the deteriorating conditions in France following invasion and rebellion by the end of the summer of 1793. This source, unlike Source B, would be of value to an historian because of the inference that self-interest in seeking price control was the real aim of the sans-culottes and that was agreed just over three weeks later with the Law of the Maximum. The historian would be able to see that this source was not only reliable and accurate in representing the views of the Section des Sans Culottes but that it illustrated their role in forcing change upon the elected representatives in the National Convention.

Overall, the candidates provide a judgment regarding the value of the sources to an historian studying the role of the sans-culottes in the French Revolution and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i> <i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i> <i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i> <i>place the sources in the context of the specific enquiry</i> <i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i> <i>attempt to place the sources in the context of the enquiry;</i> <i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i> <i>make a limited attempt to place the sources in the context of the enquiry</i> <i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from source material with limited analysis</i> <i>offer a limited and brief judgment making tentative links to the historical context</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>comprehend and extract from some of the given sources</i> <i>make some reference to the historical context</i>
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

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

The structure of the mark scheme

The mark scheme for Questions 2 and 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.

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 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 Robespierre was mainly concerned with the personal pursuit of power?

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 Robespierre was mainly concerned with the personal pursuit of power. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which Robespierre was mainly concerned with the personal pursuit of power. In order to reach a substantiated judgement about this issue, candidates may argue that Robespierre was mainly concerned with developing a “Republic of Virtue” rather than the personal pursuit of power. The response might consider supporting the proposition by considering:

- Robespierre’s leading and power role in the Jacobin Club and in the National Convention
- Robespierre’s powerful position on the Committee of Public Safety
- Robespierre’s introduction of the Cult of the Supreme Being and
- Robespierre’s use of the Terror and Great Terror to guillotine potential and actual rivals such as the Representatives en mission, Indulgents and the *Hebertists* factions.

Candidates might consider challenging the proposition in the question by arguing Robespierre was mainly concerned with developing a “Republic of Virtue” The response might consider:

- Robespierre’s modest and moral lifestyle in Paris during the Revolution which earned him the sobriquet of “The Incorruptible”
- Robespierre’s service, including the Self Denying Ordinance in the National Assembly, and his warnings over the likely impact of war during the Legislative Assembly
- Robespierre’s acceptance and support of the Terror as a war winning mechanism in order to save the Nation rather than for personal glory
- Robespierre’s belief and ideology, based on the works of Rousseau, that led to his focus on creating the Republic of Vertu in France.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Robespierre was mainly concerned with the personal pursuit of power.

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.

‘Nearly all aspects of life in France in 1792 had been transformed by 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 life in France in 1792 had been transformed by 1815. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which aspects of life in France in 1792 had been transformed by 1815. In order to reach a substantiated judgement about this issue, candidates may argue that though there were massive changes during the period Napoleon had so amended the changes that many of the reforms of the Revolutionary years had been abandoned or diluted. The response might consider supporting the proposition by considering:

- the Monarchy, the position and role of the hereditary aristocracy and experiments in republican governments had been transformed by the establishment of the Empire
- the position of the Church had been transformed by legislation, dechristianisation and the Concordat
- internal provincial rebellions and uprising such as the Federalist Revolt and the Vendee had been controlled and local and national administration was efficient
- the status of France had been transformed by the victories of the revolutionary armies and of course by Napoleon

Candidates might consider challenging the proposition in the question by arguing that in some respects life in France had hardly changed by 1815. The response might consider:

- that for most of population, especially the peasantry, little had changed over the period
- that the economy was in as much in difficulty in 1815 as it had been in 1792 and if anything was less well developed
- that the hereditary nobility, even those who had not gained an Imperial title, or did not use their hereditary titles, still dominated the social and cultural life of France especially in the rural areas
- the Catholic faith and its supporters were as evident in 1815 as in 1792, especially in rural areas

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which nearly all aspects of life in France in 1792 had been transformed by 1815.

ASSESSMENT GRID FOR QUESTIONS 2 AND 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 accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept 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 judgment</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 the key issues and features 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>have 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		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.



A LEVEL HISTORY

UNIT 4

DEPTH STUDY 7

THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877

PART 2: CIVIL WAR AND RECONSTRUCTION c.1861-1877

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 Question 1 and either Question 2 or 3.

INFORMATION FOR CANDIDATES

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

You are advised to spend up to 60 minutes on Question 1 and up to 45 minutes on either Question 2 or 3.

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

In your answers, you should use knowledge and understanding gained from your study of Unit 2 (AS) where appropriate.

UNIT 4

DEPTH STUDY 7

THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877

PART 2: CIVIL WAR AND RECONSTRUCTION c.1861-1877

Answer Question 1 and either Question 2 or 3.

QUESTION 1 (COMPULSORY)

Study the following sources and answer the question that follows:

Source A

From now until God's judgment day, the minds of men will not cease to thrill at the killing of Abraham Lincoln, by the hand of Booth, the actor, in the theatre at Washington, on the night of April 14th, 1865. Some will regard it with all the horror of the most wicked assassination, others will feel it to be that righteous retribution which descends direct from the hand of God upon the destroyer of human liberty, and the oppressor of a free people.

Fully embarked in the war, the change came upon Mr Lincoln, which has ever come upon the souls of men over which any great end of ambition or fanaticism obtains control, and settles into fixed purpose.

And so Abraham Lincoln came to think that the one great and supreme object – it may be that he thought it the object of real and ultimate good to mankind – was the complete and unresisted re-establishment of the power of the government of the United States by the arms of the Northern people, and by the arms of foreign mercenaries from every land, and even by the arms of our own domestic slaves, over the people of the Southern states. No constitution, no law, no right, no humanity stood in the way of this end. Treasure was nothing, human life was nothing, old and cardinal principles of liberty and sentiments of right were nothing, in order to reach his end. We saw successively in his public documents how super-ruling became his purpose, and how callous to all the usual motives of humanity he became.

[An editorial about Lincoln's assassination in *The Houston Telegraph*, a southern newspaper, (April 1865)]

Source B

ABRAHAM LINCOLN IS DEAD! The blow came at a moment so unexpected and was so sudden and staggering, the crime by which he fell was so atrocious and the manner of it so revolting, that men were unable to realize the fact that one of the purest of citizens, the noblest of patriots, the most beloved and honoured of Presidents, and the most forbearing and magnanimous of rulers had perished at the hands of an assassin.

Every loyal man and woman mourns the loss of one whose unswerving justice, whose pure and unsullied honour and incorruptible integrity, whose magnanimity of character and mercifulness towards his enemies had won the respect even of those enemies themselves. All but traitors mourn him as a personal friend.

President Lincoln died at the hand of SLAVERY. It was SLAVERY that conceived the fearful deed; it was SLAVERY that sought and found the willing instrument and sped the fatal ball; it is SLAVERY alone that will justify the act. Henceforth man will look upon slavery as indeed "the sum of all villainies," the fruitful parent of all crime. This murder was an assault upon the principles of free government, inasmuch as he was the choice of a large majority of the nation for the office which he filled. He has fallen in the very hour of victory, when constitutional free government was being vindicated, and when peace seemed just ready to return to a land torn and distracted by civil war.

[From a feature article in the *Daily State Journal* of Springfield, Lincoln's hometown newspaper (April 1865)]

Source C

This fatality weighs heavily on the unhappy country which, after being devastated for four years by an iniquitous war, is suddenly cast down again into the most mournful of states at the very moment when peace seemed possible!

The results of the victories gained by the Union Army may now all be nullified, that is, from the political point of view. The hopes which the South had taken from Mr Lincoln's first declarations may now all be disappointed forever. These hopes were alive, and you will remember how gladly we hailed them. But Mr Lincoln's death came at a time propitious to the glorification of his memory. He died at a time when he was preaching reconciliation and the forgetting of the past when he was nobly repressing the blameworthy exultation of the victorious faction.

This crime is a double misfortune for America! It will reawaken bloodthirsty passions, and perhaps pave the way for terrible reprisals, all at a moment when Mr Lincoln was exerting himself to repair the past, and wanted to be an instrument of peace! His death is of no avail, and can be of no avail to the South, but it gives rise to the danger of enfeebling the North through faction.

[From a speech given to a public audience in Paris by Ernest Dreolle, a leading French politician (April 1865)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying reaction to Abraham Lincoln's assassination in 1865. [30]

ANSWER EITHER QUESTION 2 OR QUESTION 3

2. 'Confederate defeat in the Civil War was mainly due to superior Union resources.'
Discuss. [30]

3. 'Life for Black Americans in the reconstructed South was substantially better in 1877
than it had been in 1865.' Discuss. [30]

UNIT 4

DEPTH STUDY 7

THE CRISIS OF THE AMERICAN REPUBLIC c.1840-1877

PART 2: CIVIL WAR AND RECONSTRUCTION c.1861-1877

MARK SCHEME

QUESTION 1

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 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 2.

Deciding on the mark awarded within a band

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

INDICATIVE CONTENT FOR QUESTION 1

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

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying reaction to Abraham Lincoln's assassination in 1865.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying reaction to Lincoln's assassination in 1865. Knowledge of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made about the origin and nature of the sources including:

- Source A comes from a contemporaneous editorial in a southern newspaper. Whilst initially commenting on the horror of the assassination it then portrays Lincoln's death as justified retribution for his policies as President. He is accused of abuse of power and oppression trampling on the constitution, the law and common humanity in pursuing the war for the union. In particular the use of slaves in the Union army is a sore point. The President is also accused of unfeeling cruelty in prosecuting the war. The source does acknowledge, despite the criticisms, Lincoln's single-minded purpose in re-establishing the union. The language and tone of the document is almost entirely critical, references such as "destroyer of liberty", "oppressor of a free people", "fanaticism", "callous" make clear the biased nature of the editorial. Nonetheless the source is of value to an historian for its very clear southern perspective and an historian would be aware of the biased nature of the source.
- Source B comes from a northern newspaper from Lincoln's own home town in Illinois. The contrast in reaction to Source A is very clear. Lincoln's honesty, integrity and magnanimity are singled out for praise. There is a powerful assault on what it sees as the cause of the assassination, namely slavery and by implication the Confederacy. The source says that Lincoln had been democratically elected and was slain at the hour of his victory. The language and tone of the document makes clear its sympathies, portraying Lincoln very favourably, using phrases such as "pure and unsullied honour", "incorruptible integrity", "magnanimity of character" and excoriating his opponents. Nonetheless the source is of value in providing an insight into Northern views of the assassination and the context of the overwhelming public grief in the north during Lincoln's funeral is understood. An historian would be aware of the sympathetic and uncritical perspective likely to be displayed in a northern newspaper at this time.

- Source C provides a foreign perspective from a contemporaneous French newspaper and as such it appears more balanced than either Source A or Source B. The source suggests that the assassination might undermine the policy of reconciliation adopted by Lincoln and is very aware of the context of the radical republicans whom it sees Lincoln as holding in check. It is concerned that the assassination might re-open old wounds and in some ways tarnish the achievements of the north in winning the war. The source accurately describes the impact of civil war and has a balanced approach to the dangers that the assassination posed. Its language and tone make that balance clear in its portrayal of a vicious civil war, Lincoln's moderation, the challenge of faction and the hopes of reconciliation. The source would be of value to an historian as it provides a contemporary, relatively detached perspective on Lincoln's death and its potential consequences.

Overall, candidates should provide an assessment of the value of the sources to an historian studying reaction to Lincoln's assassination in 1865 and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i> • <i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i> • <i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i> • <i>place the sources in the context of the specific enquiry</i> • <i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i> • <i>attempt to place the sources in the context of the enquiry;</i> • <i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i> • <i>make a limited attempt to place the sources in the context of the enquiry</i> • <i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract from source material with limited analysis</i> • <i>offer a limited and brief judgment making tentative links to the historical context</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract from some of the given sources</i> • <i>make some reference to the historical context</i>
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

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

The structure of the mark scheme

The mark scheme for Questions 2 and 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.

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 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.

‘Confederate defeat in the Civil War was mainly due to superior Union resources.’ 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 Confederate defeat in the Civil War was mainly due to superior union resources. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which Confederate defeat in the Civil War was mainly due to superior union resources. In order to reach a substantiated judgement about this issue, candidates may argue that Confederate defeat in the Civil War was mainly due to superior union resources. The response might consider supporting the proposition by considering:

- northern advantages in reserves and manpower showed in large armies and an ability to sustain offensive action
- the economic and financial strength of the north in supplying munitions, the capacity to borrow and importantly to finance war
- the enormous navy which maintained a continuous blockade
- northern railway capacity was an important factor in a modern war – three times the amount of southern track.

Candidates might consider challenging the proposition in the question by arguing that Confederate defeat in the Civil War was mainly due to superior union resources. The response might consider:

- the quality of northern leadership, in particular Lincoln’s abilities compared to Jefferson Davis.
- mistakes in Confederate strategy and leadership
- the skills of the eventual northern winning team of Grant and Sherman
- the collapse of Confederate morale
- the role of Lincoln and his colleagues in sustaining Union morale and purpose in the face of adversity
- lack of foreign recognition of the Confederacy.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Confederate defeat in the Civil War was mainly due to superior union resources.

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.

‘Life for Black Americans in the reconstructed South was substantially better in 1877 than it had been in 1865’. 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 lives of the Black Americans in the reconstructed South was substantially better in the period 1865-1877. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which life for Black Americans in the reconstructed south was substantially better in 1877 than it had been in 1865. In order to reach a substantiated judgement about this issue, candidates may argue that life for Black Americans in the reconstructed South was substantially better in 1877 than it had been in 1865. The response might consider supporting the proposition by considering:

- the economic impact of reconstruction with share cropping, more land, mobility and improvements in living conditions
- the 14th and 15th amendments on civil rights
- the benefits of general prosperity in the South from 1867-1873
- the growth of welfare institutions, benevolent societies and trade associations for Black Americans
- the Church as a focal point of life for Black Americans
- Black participation in southern political life during reconstruction
- growth of black educational facilities.

Candidates might consider challenging the proposition in the question by arguing that in some respects the lives of Black Americans was not been significantly better. The response might consider:

- failure to guarantee black civil rights
- segregation still the norm in Southern Life
- world-wide glut of cotton after 1873 caused collapse in cotton prices
- growth of white resistance and the origins of the Ku Klux Klan
- corruption and inefficiency e.g. the Freedmen Bureau.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which life for Black Americans was substantially better in 1877 than it had been in 1865.

ASSESSMENT GRID FOR QUESTIONS 2 AND 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 accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept 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 judgment</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 the key issues and features 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>have 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>		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.



A LEVEL HISTORY

UNIT 4

DEPTH STUDY 8

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

PART 2: NAZI GERMANY c.1933-1945

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 Question 1 and either Question 2 or 3.

INFORMATION FOR CANDIDATES

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

You are advised to spend up to 60 minutes on Question 1 and up to 45 minutes on either Question 2 or 3.

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

In your answers, you should use knowledge and understanding gained from your study of Unit 2 (AS) where appropriate.

UNIT 4

DEPTH STUDY 8

GERMANY: DEMOCRACY AND DICTATORSHIP c.1918-1945

PART 2: NAZI GERMANY c.1933-1945

Answer Question 1 and either Question 2 or 3.

QUESTION 1 (COMPULSORY)

Study the following sources and answer the question that follows:

Source A

The anti-Jewish laws are not taken very seriously because the population has other problems on its mind and is mostly of the opinion that the whole fuss about the Jews is only being made to divert people's attention from other things and to give the SA something to do. One must not imagine that the anti-Jewish agitation does not have the desired effect on many people. On the contrary, there are enough people who are influenced by the defamation of the Jews and regard the Jews as the originators of many bad things. They have become fanatical opponents of the Jews. Enmity often finds itself expression in the form of spying on people and denouncing them for having dealings with the Jews, probably in the hope of winning recognition and advantages from the Party. But the vast majority of the population ignore this defamation of the Jews; they even demonstratively prefer to buy in Jewish department stores and adopt a really unfriendly attitude towards the SA men on duty there, particularly if they try and take photographs of people going in.

[From a pamphlet produced by a branch of the Social Democratic Party
in Saxony (April 21st 1933)]

Source B

With the conclusion of the Nuremberg Congress, Germans are left to reflect on the significance of the three laws which were the only concrete outcome of the week of speeches and parades. Of the three, only the two laws affecting the Jews have been thought to require a word of commentary from our correspondent in Germany.

The German people, so it is stated, have nothing against any Jew, so long as he behaves as a member of a Jewish community. On the other hand, the German people decline to regard the Jew as a member of their nation and to extend to him the same rights and duties as German citizens enjoy. Incidentally it is pointed out that the restrictions apply only to "full Jews". The members of the Jewish minority in Germany have received through the new legislation the right to live their own cultural and national life. They can have their own schools, theatres, and sports clubs: in short, in all the departments of human activity they can make their own arrangements. But the participation of Jews in the political or social affairs of the German people is now and forever prohibited.

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The commentary avoids the question of how the Jews in Germany are to live any kind of life if they are also isolated economically from the rest of the community. Presumably the recently intensified efforts made to that end in many parts of the country come under the description of 'individual actions' against the Jews, and these, as Herr Hitler again informed the Party leaders late on Sunday night, are forbidden.

[From an editorial in the British newspaper, *The Times* (September 18th 1935)]

Source C

Fellow Christians! In the pastoral letter of June 26th 1941, which was read out in all the Catholic churches in Germany, it states that there are commandments in Catholic moral doctrine which are no longer applicable if their fulfilment involves too many difficulties. However, there are sacred obligations of conscience from which no one has the power to release us and which we must fulfil even at the cost of our own lives. Never under any circumstances may a human being kill an innocent person apart from in war and legitimate self-defence. If you establish and apply the principle that you can kill unproductive fellow human beings then woe betide us all when we become old and frail. Even if it only initially affects the poor defenceless mentally ill, as a matter of principle murder is permitted for all unproductive people, in other words for the incurably sick, the people who have become invalids through labour and war, for us all when we become old, frail and therefore unproductive, Then none of our lives will be safe anymore. Some commission will put us on the list of the unproductive who in their opinion have become worthless life. Woe to mankind, woe to our German nation if God's holy commandment; 'Thou shalt not kill' is not only broken, but if this transgression is actually tolerated and permitted to go unpunished. And no police force will protect us and no court will investigate our murder. Who will be able to trust his doctor anymore? It is impossible to imagine the degree of moral depravity if this dreadful doctrine is tolerated, accepted and followed.

[Bishop Graf von Galen, a leading German Catholic, speaking in a public sermon protesting against the Nazi euthanasia policy, (August 1941)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying Nazi racial policy after 1933. [30]

ANSWER EITHER QUESTION 2 OR QUESTION 3

2. 'The Nazi regime faced no serious threat from within Germany between 1933 and 1945.'
Discuss. [30]

3. To what extent did the Nazis solve Germany's economic problems between 1933 and 1945? [30]

UNIT 4

DEPTH STUDY 8

GERMANY: DEMOCRACY AND DICTATORSHIP c.1918-1945

PART 2: NAZI GERMANY c.1933-1945

MARK SCHEME

QUESTION 1

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 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 2.

Deciding on the mark awarded within a band

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

INDICATIVE CONTENT FOR QUESTION 1

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

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying Nazi racial policy.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying Nazi racial policy. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is from a pamphlet produced by the Socialist Democratic Party in Germany. The pamphlet shows that the first major anti-Jewish law which encouraged a national boycott of Jewish shops and businesses was only partially successful. Early reactions of non-Jews to boycotts indicate here that there was some limited resistance to the Nazi regime. The pamphlet shows that people still dealt with Jews when they wanted to. The tone of the source is typically anti- Nazi because the Socialist Party although not officially banned in April 1933 had been effectively suppressed. The source remains valuable evidence to an historian studying the reaction of Germans to anti-Jewish measures in the early years of the Nazi regime. It reveals the gradual persecution of minorities which the Nazis believed would be more likely to obtain the support of the public. The tone is designed to undermine the effectiveness of the Nazi regime in Germany from political opponents who were probably aware that the end of party politics in Germany was only a short step away.
- Source B is from a British newspaper report. The report is a subjective account of the significance of the Nuremberg Laws of September 1935, from information passed onto the newspaper from *the Times* correspondent inside Germany. The report is a descriptive account of the effects of the Laws on Jews. They are deprived of their citizenship but can live independent lives as Jews. It maintains that as long as the Jews confine themselves to their own cultural and national life they will be protected by the regime. This is probably a government statement which was fed to the foreign press as part of the propaganda regime and should be treated with caution by an historian studying racial policy. The report does question how the Jews will be able to function economically from the rest of the community. For this reason it is likely to be quite reliable to an historian studying racial policy because it shows a gradual hardening of Nazi attitudes towards Jews from the position shown in Source A. It also hints at the lack of co-operation shown by the German people in general.

- Source C is from a public sermon from Bishop Galen against the Nazi euthanasia programme in 1941. It shows the progression towards more extreme elements of Nazi racial policy which now incorporated mentally ill patients within the bounds of racial theory. The mentally ill were deemed unproductive workers and as such were seen as a burden of the Nazi society. The source shows that 'unproductive' could be a label applied to anyone within Nazi Germany who did not fit the racial mould. Galen, in Source C, gives voice to the Catholic Church's opposition to euthanasia and is useful to an historian studying the racial policy of the Nazis because it shows, as in Source A, that not all Germans were swept away by racial persecution. The fact that this is in a public sermon reveals the courage which some people showed in response to Nazi extremism and is an example of notable denunciation from the pulpit.

Overall, candidates will assess the value of the sources to an historian studying Nazi racial policy and they are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

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

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i> • <i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i> • <i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i> • <i>place the sources in the context of the specific enquiry</i> • <i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i> • <i>attempt to place the sources in the context of the enquiry;</i> • <i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i> • <i>make a limited attempt to place the sources in the context of the enquiry</i> • <i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract from source material with limited analysis</i> • <i>offer a limited and brief judgment making tentative links to the historical context</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract from some of the given sources</i> • <i>make some reference to the historical context</i>
Award 0 for incorrect or irrelevant answers		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

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

The structure of the mark scheme

The mark scheme for Questions 2 and 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.

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 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 Nazi regime faced no serious threat from within Germany between 1933 and 1945.' Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case that the Nazi regime faced no serious threat from within Germany between 1933 and 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the Nazi regime faced no serious threat from within Germany between 1933 and 1945. In order to reach a substantiated judgement about this issue, candidates may argue that the Nazi regime faced no serious threat from within Germany between 1933 and 1945. The response might consider supporting the proposition by considering:

- the response of the Nazi regime to the threats from within; the terror state and denunciations silenced many who may have spoken out
- many German genuinely supported the Nazi regime: this meant that there was little chance of a serious threat being organized against the Nazis
- any potential opposition was disunited and lacked effective leadership meant that a co-ordinated challenge never materialised
- political opposition had been removed by 1934; the advent of war made opposition more difficult
- the regime was only removed by a vast coalition of enemy powers: domestic opposition was never powerful enough

Candidates might consider challenging the proposition in the question by arguing that in some respects the Nazi regime did face serious threats between 1933 and 1945. The response might consider:

- the extent to which the opposition groups posed serious threats; the army had the potential to remove Hitler; plots and assassination attempts posed a serious threat
- opposition on the right and left of society showed the polarization of opposition
- the existence of other potential different opposition groups; political; religious and youth
- general nonconformity and resistance as a threat to the stability of the Nazi regime
- the role of individuals: their aims and objectives; the extent of the threat they posed.
- the fact that terror increased shows that opposition must have posed some sort of threat.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Nazi regime faced no serious threat from within Germany between 1933 and 1945.

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 did the Nazis solve Germany's economic problems between 1933 and 1945?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the Nazis solved Germany's economic problems. 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. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the extent to which the Nazis solved Germany's economic problems between 1933 and 1945. In order to reach a substantiated judgement about this issue, candidates may argue that Nazis did tackle Germany's economic problems effectively. The response might consider supporting the proposition by considering:

- the extent to which Nazi economic policy achieved its aims
- the nature and extent of Nazi economic policy; recovery and rearmament and war
- the diverse nature of the economic problems and their relationship to military expansion
- the role of individuals and the relative success of their policies: Schacht, Goering and Speer
- state intervention in the economy to end unemployment; autarky and rearmament; centralisation and planning
- full economy was established during the war

Candidates might consider challenging the proposition in the question by arguing that in some respect the Nazis failed to tackle Germany's economic problems effectively between 1933 and 1945. The response might consider:

- the limitations of the New Plan and the Four Year Plans
- growing tensions between the demand for guns not butter
- industrialists benefited more from economic policy, not the workers of middle classes; businesses remained largely privately owned
- although the economy recovered from the Depression its overall rate of growth was modest
- during the first two years of the war Germany failed to produce weapons in sufficient quantity
- allied bombing ensured that Germany could not reach maximum capacity

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Nazis solved Germany's economic problems between 1933 and 1945.

ASSESSMENT GRID FOR QUESTIONS 2 AND 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 accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concept 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 judgment</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 the key issues and features 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>have 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		

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

ASSESSMENT GRID FOR UNIT 4

Candidates answer the compulsory question 1 and either question 2 or 3.

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