



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2011**

History

Assessment Unit AS 1

[AH111]

THURSDAY 13 JANUARY, AFTERNOON

MARK SCHEME

Level of response mark grid

This level of response grid has been developed as a general basis for marking candidates' work, according to the following assessment objectives:

AO1a recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner;

AO1b present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements;

AO2 In relation to historical context:

- interpret, evaluate and use a range of source material;
- explain and evaluate interpretations of historical events and topics studied.

The grid should be used in conjunction with the information on indicative content outlined for each assessment unit.

Level	Assessment Objective 1a	Assessment Objective 1b	Assessment Objective 2
	Answers at this level will:	Answers at this level will:	Answers at this level will:
1	recall, select and deploy some accurate factual knowledge and communicate limited understanding in narrative form. There will be evidence of an attempt to structure and present answers in a coherent manner.	display a basic understanding of the topic; some comments may be relevant, but general and there may be assertions and judgements which require supporting evidence.	paraphrase sources or rely on direct quotation when commenting. There may be some attempt to evaluate the sources without adequate analysis of context and limited recognition of the possibility of debate surrounding an event or topic.
2	be quite accurate, contain some detail and show understanding through a mainly narrative approach. Communication may have occasional lapses of clarity and/or coherence.	display general understanding of the topic and its associated concepts and offer explanations which are mostly relevant, although there may be limited analysis and a tendency to digress. There will be some supporting evidence for assertions and judgements.	combine paraphrasing with partial interpretation of sources and offer some additional comment on their significance. There will be some ability to compare sources and an attempt to explain different approaches to and interpretations of the event or topic. Evaluation may be limited.
3	contain appropriate examples with illustrative and supportive factual evidence and show understanding and ability to engage with the issues raised by the questions in a clear and coherent manner.	display good breadth of understanding of the topic and its associated concepts. Analysis is generally informed and suitably illustrated to support explanations and judgements.	display accurate comprehension of sources and/or the interpretation they contain and assess their utility, supported by contextual reference, e.g. author and date. There will be an ability to present and evaluate different arguments for and against particular interpretations of an event or topic.
4	be accurate and well-informed and show ability to engage fully with the demands of the question. Knowledge and understanding will be expressed with clarity and precision.	display breadth and depth of understanding of the topic and its associated concepts. Explanations will be well-informed with arguments and judgements well-substantiated, illustrated and informed by factual evidence.	display complete understanding of content and context of sources, e.g. author's viewpoint motive, intended audience, etc. and be able to comment on points of similarity and difference. There will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

Option 1: England 1520–1570

AVAILABLE
MARKS

Answer question 1(a) or 1(b) and question 2.

- 1 (a) Explain the economic and social effects of the dissolution of the monasteries in England.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **AO1(a)** and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some vague, unsupported assertions about the dissolution of the monasteries with little emphasis placed on economic and social effects. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and contain some understanding, analysis and explanation. Answers will start to explain in general terms the economic and social effects of the dissolution of the monasteries. They may deal with either the social or economic effects but not both. Answers may refer to some of the following points. Economically, the Crown benefited greatly from the dissolutions. Socially, monks and nuns found themselves unemployed and the absence of charity meant that there was an increase in poverty. Answers will be mainly narrative with gaps in knowledge, while development of the answer will be limited. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to look at a variety of economic and social effects of the dissolution of the monasteries. Economically, they will look at the benefits received by the Crown and how the income of the Crown increased. They may also mention the money acquired from the re-sale of monastic land.

Socially, they may look at church vandalism and the landscape of England. They may look at the effects the dissolution had on the clerical classes as well as the poor. They may also deal with the long-term implications for the landed class and the monarchy. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss a variety of economic and social effects of the dissolution of the monasteries. They will explain the long-term and short-term effects of the dissolutions. They may also mention the implications these changes had for the monarchy. Economically, they may mention the benefits this had for the Crown in the short term but in the long term, with the sale of land, the power of the monarch gradually diminished and the landed class grew. Socially, they may deal with the social landscape of England and the long-term implications for the monarchy and the Church. The dissolution of the monasteries created a vacuum which the monarchy and Government would now have to fill. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain the measures taken by Mary I to restore Roman Catholicism in England in the period 1553–1558.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **AO1(a)** and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some vague, unsupported assertions about the measures taken by Mary to restore Catholicism in England. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and may mention how Mary repealed Edwardian legislation with reference to some specific acts. They may also mention the re-established Papal supremacy. Answers will be mainly narrative with gaps in knowledge, while development of the answer will be limited. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will provide a more developed explanation of the steps taken to re-introduce Roman Catholicism. For example, they may look at how Mary actually repealed Edwardian legislation such as the First and Second Acts of Repeal, and how these Acts returned England to the Roman Catholic Church. They may make reference to her early proclamations and the removal and replacement of Protestant clergy. They may mention the use of royal injunctions to re-introduce the traditions of Roman Catholicism, such as the use of Latin and the restoration of Holy Days. Priests had to give up their families and celibacy was re-introduced. Reference may be made to the First and Second Acts of Repeal, and how these Acts re-created the Church Settlement of 1547, as well as removing all anti-Papal legislation. Papal supremacy was re-established with the removal of the Act of Supremacy. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the steps taken to repeal Edwardian legislation as well as re-establish Papal supremacy. They may also begin to explain the methods used and the impact this had on Mary and her people. Answers may also make reference to the question of land. Church land could never be restored so that the Church could never completely be restored to its position before the Reformation. Answers may also look at Mary's attempts to ensure that not only was the Roman Catholic Church restored but she also attempted to strengthen it. They may also mention her attempts to improve the quality and education of clergy. Answers at this level will be consistently characterised throughout by

clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying attitudes in England to Edward VI's religious policies?

This question targets AO2(a): the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question. For example, this is a source written by the rebels of the Western rebellion who were unhappy about some of Edward's religious reforms.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, answers will probably interpret some, but not all, of the following points. This is an extract from the demands of the Western rebels in 1549 who were unhappy about the religious reforms of Edward VI. They demand a return to the old ceremony and tradition of the Roman Catholic Church, such as the mass in Latin, communion to be available every Sunday, images to be set up again, and the old service re-introduced. They demand the implementation of the mass and prayers for the souls in Purgatory. This answer mainly deals with the content of the source and analysis is limited.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively. Answers will not only discuss the content of the source well, but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. For example, the source is useful as it is an extract from the demands of the Western rebels who took part in the Prayer Book rebellion of 1549 in response to Edward VI's religious policies. It is a specific response from the area of Cornwall. By 1549 Edward's administration had implemented Protestant legislation, and this was the first rebellion to respond to these changes. 1549 was regarded as the year of the "many headed monster". The source highlights how they wish for a return to the traditions and practices of Roman Catholicism. It suggests that they are an organised body of opposition as this is a petition to the King and Government. This answer will mainly deal with the content of the source with some attempted analysis.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will

fully exploit the source and show full appreciation that its value does not just lie in its content, but comment on its date, author, mode, motive, audience and tone. For example, it is from the rebels themselves in direct response to Edward's religious policies. By 1549 it is clear that Edward's intention is to establish a Protestant Church within England. Much concern is expressed at the inclusion of the English language, and as Cornwall's main language was Cornish, the Western rebels are not only concerned with religious change but also political interference in their region. This could imply that they are also unhappy with Somerset's political rule and policies. At this time Somerset's rule is proving unpopular, not just his religious policies. The purpose of this source is to highlight, to Edward and his Government, the attitude of the people of Cornwall to the religious changes occurring. It might also be a method of attracting further support. The limitations to the source is that it is only from one specific region and therefore it does not represent the attitude of the whole of England. It is one extract which highlights religious grievances but there were also other grievances against the Government at this time. Answers at this level must refer to content, analysis and limitations of the source in detail. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which Somerset was responsible for the rebellions of 1549.

This question targets AO1(b) and AO2: the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)** and the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination and in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2**.

Level 1 ([0]–[3]) AO2(a); ([0]–[3]) AO1(b); ([0]–[2]) AO2(b)

AO1(b):

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. For example, answers may typically present a description of the rebellions which took place in 1549. They will not address Somerset's role in the rebellions. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and/or grammar, or flaws in the structure and organisation of ideas presented.

AO2(a):

SOURCES ([0]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which Somerset was responsible for the rebellions of 1549.

AO2(b):

INTERPRETATIONS ([0]–[2]): Answers will reveal little or no awareness of contemporary **or** later interpretations of the subject

Level 2 ([4]–[6]) AO2(a); ([4]–[6]) AO1(b); ([3]–[5]) AO2(b)**AO1(b):**

KNOWLEDGE ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, with occasional lapses. The answer contains some explanation, analysis and judgement. For example, there may be a partial account of Somerset's contribution to the rebellions of 1549, but there will be no mention of other factors. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation with little specialist vocabulary.

AO2(a):

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 makes little mention of Somerset but concentrates on the religious reasons why the Western rebellion occurred. Source 2 specifically mentions Somerset as a cause of the rebellions in 1549. It refers to his softness and his handling of the poor, as well as the implementation of his religious policies. Source 3 suggests that there were a variety of factors which contributed to the rebellions of 1549.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations. For example, answers may mention that traditional historiography believed Somerset was the main reason why the rebellions occurred in 1549.

Level 3 ([7]–[9]) AO2(a); ([7]–[9]) AO1(b); ([6]–[8]) AO2(b)**AO1(b):**

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers will begin to assess the extent to which Somerset was responsible for the rebellions of 1549. They may look at his political policies and his autocratic style of government and how this led to discontent. They may refer to his economic policies and his introduction of sheep tax, and the social implications this had for England. They may begin to assess other factors which contributed to the rebellions which were outside Somerset's control. They may mention economic depression and social injustice which were part of the legacy from the previous reign. Much of the reason for rebellion was the fear of the unknown and the use of rumour to stir up discontent. A minority government would always be a weak government. Answers at this level will be

characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2(a):

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation, for example, Source 1 is from the rebels. It highlights the religious causes of the rebellions of 1549. It suggests that Somerset was not the direct cause of the rebellions. Source 2 was written to warn Somerset about his actions and the consequences. It highlights the unpopularity of Somerset's rule. Somerset's handling of the poor is criticised and this could be referring to his Enclosure Commission. Source 3 is written by a historian who looks at Somerset's rule. It mentions the use of proclamations, pardons and his reluctance to listen to Council's advice. It also mentions other factors which contributed to the rebellions of 1549 such as economic and social factors.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject. For example, they may comment how at the time, some contemporaries viewed Somerset as the cause of the rebellions. They may mention revisionist historians and how they believe the rebellion was not caused by one single factor but was due to a variety of reasons.

Level 4 ([10]–[12]) AO2(a); ([10]–[12]) AO1(b); ([9]–[11]) AO2(b)**AO1(b):**

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the extent to which Somerset contributed to the rebellions. The answer may question his role and look at other contributing factors. It may refer to religious, economic and social, political and foreign policies. It may analyse the fact that Somerset played a significant role in causing the rebellions of 1549, but his was not the only role; other factors outside his control helped lead to the rebellions. A minority government would always be internally insecure. In terms of religion, his policies were not that radical, and during the Kett rebellion all rebels subscribed to the new Prayer Book. Henry's policies created a rise in poverty which affected Somerset. As he attempted to deal with the lower classes, contemporaries believed that this caused discontent towards him and his rule. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2(a):

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment. Source 1 is from the Western rebels in response to religious reform. It suggests they were unhappy with religious change but it does not suggest that they were willing to rebel. Its tone was reverent. Source 2 is written by an advisor of Somerset's. In it he criticises Somerset's conduct during 1549. The purpose of this source is to warn Somerset of the consequences which could lie ahead. Its tone is one of warning. Source 3 is a modern interpretation of the causes of 1549. It highlights the role played by Somerset, but also makes reference to the complexity of the rebellion. A variety of factors contributed to the rebellions and not just one single factor.

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may elaborate upon some of the points mentioned in Level 3 and include other interpretations. They may mention specific historians and mention how recent assessment has questioned the role of Somerset. They may make reference to the "Good Duke" argument and how this has been reassessed. They will display a good awareness of the nature of the historical debate.

[35]

48

Option 1

60

Option 2: England 1603–1649

AVAILABLE
MARKS

Answer question 1(a) or 1(b) and question 2.

- 1 (a) Explain James I's financial problems in the period 1603–1625.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **AO1(a)** and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will typically make some vague and superficial remarks about James I's financial problems. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or in the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and refer to some of the financial problems faced by James I. He inherited an inadequate, outdated financial system, and a substantial, if manageable, debt. His generosity towards his favourites and extravagant spending only exacerbated the problems he inherited. The answers will have some supporting evidence. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to give a balanced, substantiated understanding of James I's financial policy. Level 3 answers will be more detailed covering a wider range of problems. Elizabeth I left her successor a debt of £400,000 although with the collection of subsidies this was reduced to only £100,000, less than she herself had inherited. She had, however, sold off many of the Crown lands and had failed to improve the corrupt and inefficient system of collection. James immediately faced the expense of Elizabeth's funeral, and family responsibilities continued to pose him financial problems throughout his reign. James also inherited a war with Spain and wisely sought peace to reduce this drain on the Crown's

expenses. Answers may note the financial wisdom of James I's refusal to be drawn into war in Europe. While he was certainly guilty of being too generous towards his favourites, as monarch, James was expected to use patronage to reward his courtiers. James I's financial position was further weakened by inflation and clashes with Parliament over his financial policies. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate, and there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will be well informed and focused, developing many of the points mentioned in Level 3. Unlike Elizabeth, James had to pay to support his children, and later faced the significant expense of his son's funeral and his daughter's marriage. Good answers may explain how some of his financial policies, notably impositions and monopolies, may have raised income but also created tensions in his relationship with Parliament. It may be argued that many of his financial problems were self-induced. James I's extravagant spending and abuse of the system of patronage resulted in a weakening of his financial position. Answers will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain the search for a settlement with King Charles I in the period 1646–1649.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **AO1(a)** and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers will be inaccurate and provide a superficial explanation of the search for a settlement with King Charles I in the period 1646–1649. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and refer to aspects of the search for a settlement, such as the Newcastle Propositions in 1646 or the Treaty of Newport in 1648. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation and/or grammar; at times, the style of writing may be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points made are developed and substantiated, showing clearer explanation and analysis. Answers will be more detailed and show greater awareness of the key moments in the search for a settlement between 1646 and 1649. Charles was convinced, throughout this period, that there could be no settlement without the King and prevaricated in the hope that the divisions within his opponents would be widened. In 1647, while still a prisoner of the Scots, Charles received the Newcastle Propositions outlining Parliament's revised demands. The newly politicised army issued its own demands in the Heads of Proposals. Charles listened to both sides and continued to play for time. In December 1647 he signed a treaty with the Scots and launched a Second Civil War against his opponents. These actions, and their failure, convinced many of his opponents, within the army, that he could not be negotiated with. In 1648 the Presbyterians and moderates, within Parliament, presented a defeated and imprisoned Charles with the Treaty of Newport in the hope of securing a negotiated peace. The King's reluctance to acquiesce convinced the radicals to abandon negotiations and seek to put Charles on trial. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; and there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will explain more fully many of the points raised in Level 3. Charles I's reluctance to compromise with his opponents was central to the failure to reach a settlement in the period 1646–1649. His hope was that, although he had lost the war, he would be able to win the peace. However, his duplicity only resulted in his more radical opponents losing patience with him. It was his decision to start a Second Civil War which proved decisive in convincing the army leadership that there could be no settlement while he was King. Answers will be consistently

characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there will be very good organisation and appropriate use of specialist vocabulary. [12]

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying James I's attitude towards Catholics in England during his reign?

This question targets AO2(a): the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length from the source but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, the source required James I's subjects to swear that the Pope had "no power or authority to depose the King". Furthermore, the Oath issued by James I demanded that his subjects would "bear allegiance and true faith" to him.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well, but also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. For example, the Oath required his subjects to acknowledge that James I was the rightful King and that the Pope had no authority to demand his removal. James required Catholics to put their loyalty to their monarch above their loyalty to the Pope – even under the threat of excommunication. James also required his Catholic subjects to reject the belief that a prince excommunicated by the Pope could be "deposed or murdered by their subjects". Indeed, the wording of the Oath reveals James I's attitude towards such a belief describing it as "wicked and sinful" and requiring his subjects to "hate, detest and reject it". The final sentence reinforces the King's attitude towards Catholics by compelling them to swear that the Pope had no authority to release them from the Oath they had taken. Answers at this level should also place some value on the nature of the evidence. The source is taken from an Oath of Allegiance issued by Bancroft, the Archbishop of Canterbury. It reveals that James I demanded loyalty from his subjects and was concerned that the Pope might encourage Catholics to rebel. Answers may note that James himself had a Catholic mother, and although his personal beliefs were Calvinist, he was far from anti-Catholic. The Oath was a reaction to the events of the Gunpowder

Plot and designed not only to compel English Catholics to publicly declare their loyalty to James, but also to appease those calling for more harsh treatment of recusants.

Level 4 ([10–13])

Answers will fully exploit the source and show full appreciation that its value does not just lie in its content, but comment on its mode, author, date, motive, audience and tone. Top level answers will not only discuss the **strengths** of the source but **also** its **limitations**. Any plausible limitations should be rewarded. The Oath was introduced in 1606, and reveals some understanding of the Crown’s attitude towards Catholics at that precise time. As part of the anti-recusant response to the Gunpowder Plot, it revealed a harsher approach than had characterised the first few years of James I’s reign. James also increased fines for non-attendance at church and restricted Catholics from holding public office. However, James was not anti-Catholic and throughout his reign was tolerant to what he considered the “mother church”. He turned a blind eye to the collection of recusancy fines, allowed the Catholic Howard family to hold a prominent position at court, and even sought a Catholic marriage for his son. The source itself acknowledges that James distinguished between recusant extremists and his “loyal, Catholic subjects.” The value of this source is limited by the very narrow focus of the Oath, which is primarily concerned with ensuring that James I’s Catholic subjects would not rebel against him as the plotters of 1605 had. It does not reveal anything about the King’s attitude towards private Catholic worship, their holding of political office or even church attendance. Answers which reflect along these lines and use contextual knowledge to indicate where they perceive shortcomings in the source can be rewarded with the very top mark. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which James I’s religious policies in the period 1603–1625 were anti-Catholic.

This question targets AO1(b) and AO2: the candidate’s ability to demonstrate understanding of the past through explanation and analysis and arriving at substantiated judgements **AO1(b)**; and the candidate’s ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination; analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2**.

Level 1 ([0]–[3]) AO2(a); ([0]–[3]) AO1(b); ([0]–[2]) AO2(b)

AO1(b):

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Meaning may not always be clear due to

lapses in legibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

AO2(a):

SOURCES ([0]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which James I's religious policies were anti-Catholic.

AO2(b):

INTERPRETATIONS ([0]–[2]): Answers will reveal little or no awareness of contemporary or later interpretations of the subject.

Level 2 ([4]–[6]) AO2(a); ([4]–[6]) AO1(b); ([3]–[5]) AO2(b)

AO1(b):

KNOWLEDGE ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. The answer contains some explanation, analysis and judgement. For example, there may be a partial account of the role and position of Catholics in James I's royal court. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation with little specialist vocabulary.

AO2(a):

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 suggests that James compelled his Catholic subjects to put their loyalty to him above their loyalty to the Pope. In Source 2, James outlines how he has equally favoured Catholics and Protestants.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary or later interpretations of this subject. For example, James faced criticism from Puritans for his failure to defend Protestantism in Europe.

Level 3 ([7]–[9]) AO2(a); ([7]–[9]) AO1(b); ([6]–[8]) AO2(b)

AO1(b):

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. It might be noted that James I's actions, at times, favoured the Puritans. The Hampton Court Conference, new Bible translation and appointment of George Abbot as Archbishop of Canterbury, could all be interpreted as pro-Puritan actions. However, at other times James I's actions disadvantaged the Puritans such as the Canons of 1604 and the Book of Sports (1618). There will be a more complete account of James I's religious policies and the extent to which they were anti-Catholic. The

position of Catholics at court may be addressed, perhaps noting the importance of the Howards. James I had introduced a series of anti-Catholic penal laws after the Gunpowder Plot but he was reluctant to enforce them. His desire to create a Catholic, Spanish marriage for his son, Charles, presents further evidence that James was not anti-Catholic. James I's refusal to lead the Protestant Alliance and enter the Thirty Years War in Europe can be interpreted as anti-Puritan if not actually pro-Catholic. Answers may present an explanation of James I's background and beliefs to argue that he was not anti-Catholic. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2(a):

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation, for example, one source may be neglected. Source 1 highlights James I's desire to ensure loyalty from his Catholic subjects by introducing an Oath of Allegiance. He was forcing Catholics to swear their loyalty to him above the leader of their church and to refuse to support any attempt to remove or assassinate him. To many of his Catholic subjects the Oath would be interpreted as an attack upon their faith and the position and authority of the Pope. In Source 2, James argues that his actions since 1605 have not in any way been anti-Catholic. He states that Catholics have been knighted, given audience, favours, honours and access. Above all, he argues that the penal laws have not been enforced as recusancy fines have not been collected and that priests were not executed but were allowed to leave the country. The very fact that the extract comes from an article entitled "Apology for the Oath of Allegiance" suggests that James is intent upon convincing his subjects that he is not anti-Catholic. Source 3 argues that James was tolerant but was forced to "moderate his views in practice" due to the anti-Catholic views of the majority of his Protestant subjects. Stroud echoes the description of Source 1 in suggesting that James wanted to make a distinction between his loyal Catholic subjects and "troublemakers". He also notes that James I's policies "softened" as he pursued a Spanish match for his son.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the subject, for example, contemporary Puritans were openly critical of James I's policies, particularly his refusal to enter the Thirty Years War on mainland Europe and his desire for a Spanish match for Charles. This opposition became clear in the debates of his later Parliaments. In Source 3, Stroud argues that James I had an "inclination towards toleration for Catholics". He suggests that some of James I's policies were determined by his desire to maintain good relations with Parliament rather than his personal beliefs.

Level 4 ([10]–[12]) AO2(a); ([10]–[12]) AO1(b); ([9]–[11]) AO2(b)**AO1(b):**

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the extent to which James I's policies were anti-Catholic. Good answers may explain how, despite being brought up as a strict Protestant, James I's own personal beliefs were tolerant towards Catholicism. He believed that a tolerant approach would ensure loyalty from the vast majority of his Catholic subjects. His policies towards Catholics were certainly inconsistent, shaped, on the one hand, by his own beliefs and desire to maintain good terms with Spain and, on the other, by his anti-Catholic Parliament. His reign began with a reduction of recusancy fines, and his decision to expel Priests and Jesuits in 1604, was designed to win support in Parliament. The Gunpowder Plot of 1605 certainly increased opposition to Catholics in England and resulted in the introduction of a series of penal laws. James I's reluctance to enforce these laws and willingness to turn a blind eye to discreet Catholic practices suggest that his own attitude remained tolerant despite the recusant attempt on his life. Answers may analyse other religious policies of James I such as the Hampton Court Conference, The King James Bible or the Book of Sports, to illustrate how inconsistent his policies were. Certainly, during his reign, Catholicism expanded in terms of the number of professing Catholics, the number of priests, and the presence of Catholics in the Privy Council and Peerage. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation with some specialist vocabulary.

AO2(a):

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry using this information to inform the response. Answers will discuss how Source 1 highlights the determination of James I to secure the loyalty of his Catholic subjects and prevent further attempts on his life or position. The source implies that the Pope has encouraged rebellion against Protestant monarchs, and compels loyal Catholics to swear an Oath of loyalty to their King. A very good answer may utilise contextual knowledge to explain why James was so concerned for his life, perhaps noting what had happened elsewhere in Europe. Perceptive answers may explain that James did not intend the Oath to be an attack on all Catholics, and hoped that it would allow his loyal Catholic subjects to state their allegiance to the monarchy and continue to live in peace. In Source 2, James provides an explanation of his policy towards Catholics in the previous years, seeking to argue that it has been fair and tolerant. He lists a number of ways in which he has protected his Catholic subjects and refutes the accusations being

made in Europe. Answers may question if Catholics really enjoyed equal “favours and honours”, and if access was truly “free and continual”. Despite these exaggerations, there is no doubt that James had not been as anti-Catholic as one might have expected, or Parliament might have wished, during this period. His desire to improve relations with Spain might explain this defence of his attitude and actions towards Catholics. Source 3 argues that James was tolerant toward Catholics, and his anti-Catholic policies must be understood in the context of his relationship with Parliament. His desire to persuade Parliament to accept a uniting of England and Scotland helps to explain his willingness to introduce penal laws against Catholics even before the Gunpowder Plot. There is no doubt that the Plot itself created a genuine fear of Catholicism and hardened attitudes in Parliament, ensuring that James was more anti-Catholic in its aftermath than at any other time in his reign. However, as Stroud notes, James I’s policy “softened” as he explored the possibility of a Spanish match. His policies were not anti-Catholic or anti-Protestant, they were simply inconsistent.

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may refer to contemporary opinion to illustrate the inconsistency of his religious policies. Puritan propoganda during the latter years of his reign was openly critical of his failure to enter the war in Europe, accusing James of Catholic sympathies. Answers may exploit the content of Source 3 to explain the interpretation that James was tolerant in his attitude but often influenced by his need to maintain good relations with Parliament. This is particularly evident in his actions after the Gunpowder Plot although, as Source 2 reveals, the anti-Catholic approach was short lived. Historians’ opinions may be utilised to support this interpretation of James as a tolerant monarch. Answers should provide interpretations by way of appropriate comments which attempt to assess the extent to which James I’s religious policies were anti-Catholic. [35]

48

Option 2

60

Option 3: England 1815–1868

AVAILABLE
MARKS

Answer question 1(a) or 1(b) and question 2.

- 1 (a) Explain how Lord Liverpool's Government responded to the discontent in England between 1815 and 1822.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **AO1(a)** and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically be vague about the response of the Government.

Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may be always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide a limited account of the Government's response to the discontent. For example, the Government took firm action against protests such as the March of the Blanketeers in 1817. Spies were used to provide intelligence about potential unrest. The ease with which the authorities put down the Pentrich Revolt of June 1817 was in no small part due to the work of W. J. Richards, known as "Oliver the Spy". Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing more explanation and analysis. Answers will begin to consider the importance of a range of factors regarding the response of the Government. Most members of the Cabinet publicly supported the actions of the magistrates who sent in the yeomanry at Peterloo in August 1819, even though Lord Liverpool expressed some private misgivings about their actions to Canning. Those behind the Cato Street conspiracy of 1820 were tried and executed. Special legislation

was introduced to deal with discontent, such as the suspension of *habeas corpus* in March 1817, which meant that the Government could hold someone suspected of radical or anti-Government behaviour without trial for an indefinite period. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the wide range of Government responses to the discontent. Reference may be made to coercive measures such as the Seditious Meetings Act in 1817, which made unauthorised meetings of more than 50 people illegal. The Six Acts in 1819 facilitate a number of responses to unrest, such as the imposition of a higher stamp duty on newspapers, and empowering magistrates to search for and seize arms. Answers should also attempt to place the response of Government into some sort of perspective. For example, *habeas corpus* was suspended for only a year and the small number detained were released. The Six Acts were used sparingly and on a temporary basis. Moreover, the Government responded by attempting to ease discontent by means of social reform, such as the Factory Act, Truck Act and Employment Act. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain how Peel's Second Ministry between 1841 and 1846 responded to the issue of the "Condition of England".

This question targets AO1(a) and AO1(b); the candidate's ability to recall, select and deploy historical knowledge appropriately **AO1(a)** and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some vague and superficial remarks about Peel's Ministry of 1841–1846. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answers contain some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about some of Peel's reforms, such as his actions to improve the economy. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated showing clearer explanation and analysis. Answers will begin to consider the importance of a range of factors. For example, there will be a competent awareness of some of the economic and social reforms of Peel's Ministry, with some omissions. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the phrase, "**Condition of England**", a contemporary and later term used to describe the great economic and social problems of the day, such as: lack of confidence in the banking system; high tariffs stifling trade; working class and middle class disaffection channelled into Chartism and the Anti-Corn Law League respectively; a large deficit inherited from the Whigs, and the need to improve working conditions. Peel's social and economic reforms may be debated in the light of his philosophy, namely, that a strong economy was vital for social improvement. Answers should be well-informed about Peel's response to the problems he faced.

Economic reforms included, for example: **free trade budgets in 1842 and 1845**; the repeal of the **Corn Laws in 1846**; the **Bank Charter Act, Companies Act** and the reintroduction of **income tax**. **Social reforms** included, for example: a **Mines Act, Factory Act**, and the appointment of a **Royal Commission**, whose findings ultimately materialised in the **Public Health Act of 1848**. Answers may conclude that Peel was more successful in the economic field than with social problems. Answers at this level will be consistently characterised by clarity of meaning through legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation with appropriate use of specialist vocabulary. [12]

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the Poor Law of 1834?

This question targets AO2(a): the candidate's ability, as part of an historical inquiry, to analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points raised by the question. For example, they may refer to some of Engels' comments about the impact of the Poor Law.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. For example, Source 1 reveals some of the motives and impact of the Poor Law, and how the provision of relief for the poor has been transformed.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well, but will also highlight its strengths by focusing on its mode, author, date, author, audience and tone. For example, the source is written by someone with a deep interest in social issues, especially the causes of poverty and its impact on the poor. Therefore, the author has the credibility of being well informed about this subject. The fact that it is an extract from a book published several years after the Poor Law was introduced suggests that a lot of research has taken place. Moreover, published in the 1840s, Engels has the opportunity of giving a retrospective assessment of the impact of the Poor Law. Answers should utilise the content of the source, with a mixture of own words and extracts, to enhance its value. Engels comments on the motives behind the Poor Law. Its immediate change is to abolish all relief in the form of money and provisions. The workhouse is now introduced. The harshness of life is graphically explained, with references to the food, nature of work and its impact of families. An atmosphere of bleakness is conveyed.

Level 4 ([10]–[13])

Answers will not only discuss the **merits** of the source but also its **limitations**. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content, but comment on its date, author, mode, motive, audience and tone. For example, it can be argued that Engels' interest in the welfare of the poor impacts upon the impartiality with which he addresses the Poor Law. The opening sentence on the motives behind the Poor Law would be challenged by the landed and industrial classes. The supporters of the workhouses defended the

austerity on the grounds that this provided deterrents for those who were indolent, as well as an incentive to seek employment. While Engels sees no merit whatever in the Law, its authors pointed to the reduction in rates paid for poor relief as the numbers of those in receipt of poor relief dropped dramatically after 1834. Benthamites also regarded the Poor Law as a sound example of administrative efficiency. *Plausible references to lapses, omissions or comparable shortcomings in the source should receive top marks.* [13]

- (b) Using **all** the sources, **and** your own knowledge, assess how the Whig Governments of 1833–1841 responded to the social and economic problems facing England.

This question targets AO1(b): the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)** and the candidate's ability, as part of an historical inquiry, to analyse and evaluate a range of appropriate source material with discrimination; analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways **AO2**.

Level 1 ([0]–[3]) AO2(a); ([0]–[3]) AO1(b); ([0]–[2]) AO2(b)

AO1(b):

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. For example, the answer comments on the fact that the Whigs introduced social reforms such as the Poor Law to deal with the problems of poverty. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

AO2(a):

SOURCES ([0]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as the extent to which the Whigs responded to the social and economic problems which they faced.

AO2(b):

INTERPRETATIONS ([0]–[2]): Answers will reveal little or no awareness of contemporary **or** later interpretations.

Level 2 ([4]–[6]) AO2(a); ([4]–[6]) AO1(b); ([3]–[5]) AO2(b)**AO1(b):**

KNOWLEDGE ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. For example, there may be limited account of some of the reforms introduced by the Whigs.

AO2(a):

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 reveals how the Whigs responded to the problems of poverty with a harsh regime of workhouses. Source 2 suggests that the Whigs were more concerned about efficiency and saving money than helping the poor. Source 3 gives a wide-ranging account of Whig responses, with comments on religion and economics.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness contemporary **or** later interpretations. For example, a comment from a contemporary critic on Whig social reforms, or a comment from an historian on aspects of Whig religious or economic reforms.

Level 3 ([7]–[9]) AO2(a); ([7]–[9]) AO1(b); ([6]–[8]) AO2(b)**AO1(b):**

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. It might be noted that the Whigs introduced a range of reforms regarding the religious grievances of dissenters, attempted to deal with working conditions in factories and attempted to improve the economy. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2(a):

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation, for example, one source may be neglected. Answers could neglect Source 3, or only give limited attention to Source 2.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis of contemporary **and** later interpretations of this subject. For example, answers could provide the opinions of contemporaries hostile to the Poor Law or supportive of its outcome. There might be references to later interpretations about the scale of the social problems which the Whigs faced, or perhaps some assessment of their reforms.

Level 4 ([10]–[12]) AO2(a); ([10]–[12]) AO1(b); ([9]–[11]) AO2(b)**AO1(b):**

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of how successfully the Whig Governments of 1833–1841 responded to the social and economic problems England faced.

Social problems: for example, the need to bring about more efficiency in local government; the administration of poor relief; improve the education of the poor; respond to the problems of working conditions in the new industrialised towns.

Economic problems: an economic recession in the 1830s; the need to improve Britain's trade, and reduce the budget deficit which had grown each year after 1837. *Top level answers should consider a wide range of both social and economic reforms, and examine how successful they were.* Some reforms may be considered as either social or economic. Answers are not expected to deal with all of the following:

Examples of **Social reforms:** **Factory Act, 1833; Poor Law, 1834; Municipal Corporations Act, 1835; Grant for Education, 1833; religious reforms such as the Marriage Act.**

Examples of **Economic reforms** may include: the **Penny Post, 1840, Limited Companies Act, 1840, free trade budget plans in 1841.**

Answers should assess the merits and shortcomings of the Whigs' legislative response, and may conclude that the scale of the social problems that they faced was too great to be resolved in the lifetime of the Whigs' tenure. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

AO2(a):

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry using this information to inform the response. Answers will examine each source to explain how the Whigs responded to the social and economic problems which they faced. Source 1 is a hostile analysis of the Whigs' response to the problems of poor relief namely, its cost and the lack of incentives for the poor to seek employment and ease their plight. The nature of workhouse life, with its lack of humanity and quest for administrative efficiency is accurately conveyed by Engels. Source 2 illustrates the Benthamite philosophy of self-help and strident economy. Senior's assessment was

used by the supporters of the Poor Law of 1834 as vindication of its implementation. Poor rates are down; the morals of the poor are enhanced, while hope and fear combine as incentives to seek work. Source 3 provides a good synopsis of both the problems facing the Whigs and their response. Reference to the hostility towards the Poor Law can be linked to Engels' sentiments in Source 1, while the Whig shortcomings in economic matters can be cross-referenced by candidates' responses on the Whig failure to respond to the economic crisis after 1837. Good answers may remark that Peel's leadership of the Conservative Party was now appearing more attractive as a consequence of perceived Whig inactivity over the economy.

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations. Answers may refer to some of the following contemporary and later interpretations.

Contemporary opinion could be ascribed to any leading member of the Whig Government, such as Melbourne, or a Tory critic; those who sympathised with the lower classes and criticised the Poor Law and Factory Act; Dissenters or Anglican opinion on religious reform; comments made about the response of the Whigs during the general election of 1841.

Later interpretations may take the form of historians' views on any of the major pieces of legislation, such as the Poor Law, Municipal Corporations or Factory Act, **while it is more likely that candidates may provide interpretations about the level of success and failure of the various reforms which they discuss.** [35]

48

Option 3

60

Option 4: Unification of Italy and Germany 1815–1871

AVAILABLE
MARKS

Answer question 1(a) or 1(b) and question 2.

- 1 (a) Explain the growth of nationalist and liberal ideas in the German states in the period 1815–1848

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about the causes of the growth of nationalist and liberal ideas in the German states in the period 1815–1848. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information about the growth of nationalist and liberal ideas in the German states between 1815 and 1848. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing may be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider a range of factors. Reference may be made to some of the following in explaining the growth of nationalist ideas in the period 1815–1848: the growth of student societies (*Burschenschaften*) and festivals such as the Wartburg Festival of 1817. Answers may comment on the upsurge of nationalism in the Rhineland in the 1840s after France had laid claim to German territory on the left side of the Rhine, while there was an increase in nationalist feelings throughout Germany, when in 1846, the King of Denmark attempted to include not

only Schleswig but also Holstein, a member of the German Confederation, into his kingdom. This period also witnessed the growth of liberal ideas such as freedom of speech, press and worship, and freedom of political association. The revolution in Paris in July 1830 prompted demonstrations and unrest in several states in South and South West Germany for greater liberalisation. Answers should refer to the role of the Customs Union (*Zollverein*) in promoting both liberal and nationalist sentiments in Germany in the period 1815–1848, because it enabled Prussia to assume the economic leadership of the German states at the expense of Austria, which refused to join the organisation. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the reasons for the growth of liberal and nationalist ideas in the period 1815–1848. Nationalist ideas were promoted by musicians, poets, historians and philosophers such as Johann Herder and Friedrich Hegel. Reference may be made to a festival in Hambach (Bavaria) in 1832 which was attended by 25 000 nationalists and greatly alarmed Metternich. Answers at this level may observe that both nationalist and liberal ideas in this period were regional in character and often limited in scope. For example, the strongholds of liberalism were Baden and Württemberg, states which were close to the border with France. In Baden, for example, there was a relaxation of press censorship in 1846, as well as reforms to the police and the judicial system. This culminated in a meeting of liberals from South West Germany at Heppenheim in October 1847, who drew up a wide-ranging list of demands for greater liberalisation and demanded an elected national Parliament. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain the importance of the Constitutional Crisis in Prussia.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner **AO1(a)** and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some vague remarks about the importance of the Constitutional Crisis in Prussia. Answers at this level will be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide some coherent information regarding the political importance of the Constitutional Crisis in Prussia. They may observe, for example, that the most important consequence of the Constitutional Crisis was that it led to the appointment of Otto von Bismarck as Minister-President of Prussia in September 1862 and show how he was able to outmanoeuvre the Liberals by continuing to collect taxes even though the Liberal-dominated Lower House of the Prussian Parliament had not approved them. Responses may also begin to discuss the military consequences of the Crisis. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will begin to consider a range of factors. From a political perspective answers may discuss how the Constitutional Crisis became an issue of who ruled Prussia, and that William I's appointment of Bismarck as Minister-President was the last resort before he abdicated. They may also show the impact of the Constitutional Crisis on the Liberals. Bismarck skilfully manipulated the Liberals by spending the money they were seeking to deny him on an aggressive foreign policy aiming to secure their most cherished aspiration – the unification of Germany. In fact, after Prussia's victory in the Austro-Prussian War of 1866, the Liberals split into two separate parties, the National Liberal Party, which undertook to support Bismarck's nationalist policy, and the Progressive Party which continued to oppose him. Significantly, the National Liberals supported the Indemnity Bill of 3 September 1866, when the Prussian *Landtag* retrospectively approved by a large majority the money the Government had been raising for the last four years. Answers at this level will also begin to explore the military importance of the Constitutional Crisis. After all, the issue which prompted the

Constitutional Crisis was that of Army Reform. The decision to reform the Prussian Army was taken after its mobilisation in 1859, in response to the outbreak of the Italian War, had revealed serious weaknesses. General Albrecht von Roon, who was appointed Prussian War Minister in 1859, was determined to create an effective and genuinely professional army loyal to the King. To this end, he introduced an Army Bill in 1860, which aimed to increase the size of the Prussian Army from 50 000 to 110 000 men, thus bringing it into line with the size of the Austrian and French military forces. The bill envisaged the augmentation of the officer corps and the establishment of 39 new infantry and 10 new cavalry regiments. Answers might also note that Count Helmuth von Moltke, who took up the post of Prussian Chief of Staff in 1858, distinguished himself as Prussian Chief of General Staff and, after the Danish War, William I appointed him to the position of what amounted to Supreme Commander of the Army. The excellence of the Prussian Army was an important reason for its successes in the three wars which brought about German unification – the Danish War (1864), the Austro-Prussian War (1866), and the Franco-Prussian War (1870–1871). Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss both the political and military importance of the Constitutional Crisis. Answers at this level may explore more fully the reasons for the Liberals' initial rejection of the Army Bill. They were opposed to the relegation of the middle-class militia into a "home guard", carrying out only unimportant duties. In addition, the Liberals feared that the reformed army might be used for internal rather than external purposes. They also expressed misgivings about the tax increases which would result from the bill. Answers may also underline the very serious constitutional situation. Not only did the King contemplate abdication before he appointed Bismarck as Prussian Minister-President, but in the period 1863–1866, Bismarck himself seriously considered mounting a *coup d'état* in Prussia similar to that of Napoleon in France in 1851. Any other relevant information should be rewarded. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary.

[12]

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the relationship between Cavour and Garibaldi?

This question targets AO2(a): the candidate's ability, as part of the historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides.

Level 3 ([7]–[10])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well, but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. The strength of the source lies in the fact that its author is Camillo Cavour, Prime Minister of Piedmont-Sardinia, and he is writing a private and candid letter to Bettino Ricasoli, Prime Minister of Tuscany. Cavour is outlining the dilemma in which he finds himself as a result of Garibaldi's bold and ambitious campaign to wage war on the kingdom of Naples. He acknowledges that for internal domestic reasons he cannot forcibly prevent Garibaldi's expedition. In addition, he expresses unease about the diplomatic situation, in particular that Garibaldi might gain support from England. Cavour openly admits that his policy towards Garibaldi's expedition – not to oppose or support him openly but permit the dispatch of arms and ammunition – is ambiguous but maintains that "I cannot work out any other policy that does not have even greater dangers". The letter gives an insight into Cavour's frustration at Garibaldi's actions and that he is helpless to prevent the expedition to Naples. The letter also highlights the power of Garibaldi and that he has the initiative at that point.

Level 4 ([11]–[13])

Answers will not only discuss the merits of the source but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not just lie in its content, but comment on its mode, author, date, motive, audience and tone. Answers at this level may infer from their contextual knowledge that the relationship between Cavour and Garibaldi is more strained than the source suggests. Even though Cavour's letter suggests that his attitude to the expedition is neutral or supportive in so far as he was able to help, he actually attempted to undermine it. While Cavour talks of "sending arms and ammunition" to Garibaldi, responses may note that Cavour in fact prevented Garibaldi from receiving the modern rifles he had been promised, giving him

instead old fashioned flintlocks. While Cavour refers to diplomatic and domestic reasons determining his attitude to the expedition, his main concern is that he suspected that King Victor Emmanuel secretly supported the expedition. The most important shortcoming of the source is that it is one-sided. A source by Cavour about Garibaldi helps to give us an insight into the relationship of the two men from Cavour's perspective, but it does not give us an indication into Garibaldi's thoughts about Cavour. Furthermore, the source gives us the impression that Cavour was passive and letting events unfold, when in effect Cavour was attempting to manipulate the situation to his advantage. [13]

- (b) Using **all** the sources, **and** your own knowledge, assess the extent to which the unification of Italy was achieved by force.

This question targets AO1(b): the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgments **AO1(b)** and the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination and in relation to historical context, to analyse and evaluate how aspects of the past have been interpreted and represented in different ways **AO2**.

Level 1 ([0]–[3]) AO2(a); ([0]–[3]) AO1(b); ([0]–[2]) AO2(b)

AO1(b):

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Meaning may not always be clear due to lapses in legibility, spelling, punctuation or grammar, or flaws in the structure and organisation of ideas presented.

AO2(a):

SOURCES ([0]–[3]): Answers will merely paraphrase the sources, and fail to utilise the source content to address the question as to the extent to which force brought about Italian unification.

AO2(b):

INTERPRETATIONS ([0]–[2]): Answers will reveal little or no awareness of contemporary **or** later interpretations of the unification of Italy.

Level 2 ([4]–[6]) AO2(a); ([4]–[6]) AO1(b); ([3]–[5]) AO2(b)

AO1(b):

KNOWLEDGE ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. The answer contains some explanation, analysis and judgement. For example, there may be a partial account of the role

of force in terms of Garibaldi and his invasion of Sicily and his takeover of southern Italy. There will be frequent lapses of meaning due to shortcomings in legibility, punctuation and grammar, with some defects in organisation and with little specialist vocabulary.

AO2(a):

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, reference may be made to the way in which Source 1 mentions war, the use of force and also international diplomacy.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations of the unification of Italy. This may take the form of contemporary comment about the significance of force or the role of key individuals.

Level 3 ([7]–[9]) AO2(a); ([7]–[9]) AO1(b); ([6]–[8]) AO2(b)

AO1(b):

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. For example, there will be a more complete account of the specific role of Garibaldi and his use of force in Sicily, and subsequently on the Italian mainland. However, emphasis will also be placed on the diplomatic manoeuvres of Cavour, as well as the economic development of Piedmont. Attention could also be drawn to how Garibaldi in effect moved further than Cavour ever intended, while also discussing the role of the international powers. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2(a):

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation. Source 1 clearly emphasises the role of Garibaldi, but also that of the international powers. Source 2 reveals the key role of Garibaldi's use of force in the symbolically important victory at Calatafimi. Source 3 indicates the important role played by Cavour in bringing about Italian unification; it also hints at the role played by the Great Powers, and also assesses diplomacy and force in the form of Garibaldi.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of how significant force was in securing Italian unification.

Level 4 ([10]–[12]) AO2(a); ([10]–[12]) AO1(b); ([9]–[11]) AO2(b)**AO1(b):**

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the extent to which force brought about the unification of Italy. A balanced account will recognise the pivotal diplomatic role of Cavour, and thus Piedmont, dating back to the lessons learnt from 1848, the success in the Crimean War and the subsequent peace conference, which established both the Italian question and the presence of Piedmont amongst the Great Powers. Reference will also be made to the importance of Piedmont's economic strength and its expansion. The response should also discuss the importance of the foreign powers, be it the weakening of Austria, the willingness of France to support Piedmontese ambitions, or British support at key junctures. Responses should also focus on the role of force, referring to the Austro-Italian War of 1859, Garibaldi's expedition of the "Thousand", mentioning perhaps his victories at Calatafimi, Palermo and Messina, but also point out the limits of force by referring to his unsuccessful attempt to take Rome. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of some specialist vocabulary.

AO2(a):

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Source 1 draws attention to a range of factors – in particular force, diplomacy and the key role of foreign powers. Source 2 graphically illustrates the importance of force. However, Source 3 illustrates that Cavour was essential to how events unfolded and that it was his diplomatic skill that had set the groundwork for unification.

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of the extent to which the unification of Italy was achieved by force. They may display a good awareness of the nature of the historical debate and how different schools lay emphasis on different forces. Answers may discuss the fact that some historians emphasise the economic and social factors, and others the international context in which Piedmont operated at that point. Equally, contemporary comment will be drawn upon in a meaningful manner. [35]

Option 4

48

60

Option 5: Germany 1918–1945

AVAILABLE
MARKS

Answer question 1(a) or 1(b) and question 2.

- 1 (a) Explain how the political leaders of the Weimar Republic from 1930 to January 1933 contributed to its collapse.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **AO1(a)** and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgments **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in a episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically offer a superficial awareness of how Weimar leaders contributed to the collapse of the Republic between January 1930 and January 1933. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide an understanding of the contribution of some Weimar leaders to the collapse of the Republic between 1930 and January 1933, but with significant omissions. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are developed and substantiated, showing clearer explanation and analysis. Answers will reveal a competent awareness of the contribution of Weimar leaders to the collapse of the Republic between 1930 and January 1933 with few omissions. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will clearly discuss the contribution of Weimar leaders to the collapse of the Republic, between 1930 and January 1933, explaining the roles of Chancellors Muller, Brüning, Schleicher, von Papen and President Hindenburg. Muller's SPD-led coalition government was divided over measures to deal with the impact of the depression, particularly over whether to increase unemployment contributions to fund the increasing numbers needing relief. In March 1930 Muller resigned when President Hindenburg refused to use Article 48 to support his government. Muller's Government was to be the last coalition government with a working majority in the Reichstag, and it marks the effective end of parliamentary government. Hindenburg then appointed Brüning as Chancellor. He formed a centre-right government but one without a majority. When the Reichstag rejected the government's finance bill, Brüning had the bill issued by Article 48. Faced with opposition within the Reichstag, Brüning then persuaded Hindenburg to dissolve it. As a result of the September 1930 elections, when extremist parties made substantial gains, any government would have found it hard to get a majority in the Reichstag. The Brüning Government survived by relying on Presidential decrees. The Chancellor took little action to reduce the impact of the depression that was causing a massive increase in unemployment. Partially due to his unimaginative policies, Nazi support increased as was illustrated by Hitler's support in the Presidential election in early 1932 which Hindenburg won. In May 1932 Brüning was dismissed as Hindenburg turned against him. Hindenburg asked von Papen to form a non-party Presidential Government. It did not contain any members of the Reichstag. With deadlock in the Reichstag, Hindenburg dissolved it and held an election in July 1932. Extremists made further major gains. Papen tried to struggle on, but after a vote of no confidence in his government was passed by the Reichstag, Hindenburg dissolved the Reichstag and allowed new elections. After the November 1932 election the new Reichstag was as unworkable as the old one. In December 1932, General Schleicher, who had been advising Hindenburg throughout the crisis, persuaded Hindenburg to dismiss Papen and appoint himself as Chancellor. Papen then took the initiative and intrigued against Schleicher to get revenge for his own dismissal. Hindenburg appointed Hitler as Chancellor, with Papen as his deputy, in January 1933. After Hindenburg had dismissed Muller, he was succeeded by a series of Chancellors – Brüning, Papen and Schleicher – who had little support in the Reichstag and depended upon Presidential support to issue decrees. There was a growing move by the right-wing elite to change the Weimar system by reducing the power of parliament and establishing a more authoritarian government. Eventually this elite was prepared to co-operate with Hitler to bring about the collapse of the parliamentary system. They realised they would have to use the mass support behind Hitler to establish a more

authoritarian system. Ultimately, Hitler was brought to power due to the political intrigue of Papen and Hindenburg. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

- (b) Explain the nature of the German opposition and resistance towards the Nazi regime in the period 1933–1945.

This question targets AO1(a) and AO1(b): the candidate's ability to recall, select and deploy historical knowledge appropriately **AO1(a)** and communicate knowledge and understanding of history in a clear and effective manner, and demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

Level 1 ([0]–[3])

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation and analysis. Answers may typically make some remarks about the nature of the German opposition and resistance towards the Nazis in the period 1933–1945. Answers at this level will be inaccurate or demonstrate superficial understanding. The meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation or grammar, or the structure and organisation of ideas and points made within the response.

Level 2 ([4]–[6])

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some understanding, analysis and explanation. Answers will be more detailed and provide an understanding of the nature of the German opposition and resistance towards the Nazis in the period 1933–1945, but with significant omissions. Answers at this level may have some lapses in meaning due to inaccurate spelling, punctuation or grammar; at times the style of writing will be inappropriate; there may be occasional defects in organisation and little specialist vocabulary.

Level 3 ([7]–[9])

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively, though there are occasional lapses. Points are developed and substantiated, showing clearer explanation and analysis. Answers will reveal a competent awareness of the nature of the German opposition and resistance towards the Nazis in the period 1933–1945 with few omissions. Answers will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

Level 4 ([10]–[12])

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Points are very well developed and substantiated, showing sound understanding, explanation and analysis. Top level answers will reveal a comprehensive awareness of the nature of the German opposition and resistance towards the Nazis in the period 1933–1945, selecting evidence to illustrate such dissent from the following groups: youth and student protest; the Christian Churches; the left-wing of the Social Democrats, Communists and industrial workers; and the Right from the Conservatives and the Military. Opposition youth groups included the Swing Youth and the Edelweiss Pirates. The Swing Youth consisted mainly of middle-class youngsters who took up the music and imagery associated with the dance-bands of America. Edelweiss Pirates is a general name given to a host of working-class young people who formed urban gangs and had been alienated by the military emphasis and discipline of the Hitler Youth. In some instances they became involved in more active resistance, for example, in Cologne in 1944, when 12 of them were publicly hanged because of their attacks on military targets and the assassination of a Gestapo officer. The White Rose student resistance movement was led by brother and sister Hans and Sophie Scholl. The White Rose was the name given to a series of leaflets printed in 1942–1943 and distributed initially amongst the students of Munich University, but eventually to many towns in central Germany. In February 1943 the six leaders were arrested, tortured and swiftly executed. Amongst Protestants, the Confessional Church, established in 1934 with Pastor Martin Niemöller as one of the co-founders, resisted the Nazi regime but it was more concerned to defend the Church than to weaken the regime. In 1937 Pope Pius XI attacked the Nazi system in an encyclical, while in August 1941, Bishop Galen of Munster's outspoken sermon attacking Nazi euthanasia policy proved so powerful that the Nazi authorities recoiled from arresting him and actually stopped the programme. Hundreds of Protestant pastors and Catholic priests were to die in concentration camps for their refusal to co-operate with the regime. Communist cells continued to operate as underground movements in many large German cities. Groups included the Uhrig Group, the Home Front and the Red Orchestra. The New Beginning was a Social Democrat group who preserved democratic ideals. Resistance by the workers took a variety of forms including absenteeism from work and sabotage of industrial machinery. Gestapo records show widespread worker protests over rises in food prices in 1935. There is also evidence of strikes by workers who built the motorways and many examples of deliberate slow working in armament factories. Industrial unrest during the war in the Rhineland area was organised by the Mannheim Group. Right-wing opposition from the traditional elites included the Kreisau Circle and the Beck-Goerdler Group who were associated with Operation Valkyrie in July 1944 when elements of the military including Stauffenberg, Tresckow and Beck failed to assassinate Hitler and overthrow the regime. Answers should illustrate the varied nature of the German

opposition and resistance towards the Nazis in the period 1933–1945, by revealing the diverse groups involved and the range of activities involved from dissent to active resistance. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing will be most appropriate; there is very good organisation and appropriate use of specialist vocabulary. [12]

12

- 2 (a) **Study Source 1.** How useful is it as evidence for an historian studying the effects of Nazi policies towards the Jews in Germany in the period 1939-1941?

This question targets AO2(a): the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination. Candidates must use contextual knowledge in their answer.

Level 1 ([0]–[3])

Answers may, typically, paraphrase or quote at length but fail to comment explicitly on relevant points in the light of the question.

Level 2 ([4]–[6])

Answers may, typically, confine themselves to the content of the source and assess its usefulness with reference only to the information it provides. The source reveals that Jews in Berlin by the autumn of 1941 had been forced to wear the yellow Star of David as an additional measure of discrimination against them so that they could be identified, but, by the date of the letter, very few Jews remained in the city as they had been deported. Kennan's account suggests that the Jews were "terrified" of the situation in which they found themselves, while the people of Berlin were sympathetic towards the Jews, with his use of words such as "shocked", "troubled" and "victims". His testimony calls into question whether ordinary Germans supported Nazi anti-semitic measures.

Level 3 ([7]–[9])

Answers will utilise the source more comprehensively. They will not only discuss the content of the source well, but will also highlight its strengths by focusing on its mode, author, date, motive, audience and tone. This is a private source written by a person who was in Berlin at the time in 1941 revealing his personal observations. As the intended audience was only meant to be his wife, the author could confide in her his real feelings about the situation. As a high-ranking diplomat he would be an experienced observer of developments in societies and used to writing accurate reports.

Level 4 ([10]–[13])

Answers will not only discuss the merits of the source, but also its limitations. Any plausible limitations should be rewarded. Answers will fully exploit the source and show full appreciation that its value does not

just lie in its content, but comment on its date, author, mode, motive, audience and tone. This is only one person's account of what was going on in Berlin by the autumn of 1941. It does not provide any information regarding what has been happening to Jews outside of Berlin since 1939, and whether German public opinion at large was as sympathetic to the plight of the Jews as he claims the Berliners were. In 1939 the Reich Central Office for Jewish Emigration had been set up by the regime to promote Jewish emigration, and nearly 250 000 Jews had emigrated from Germany to foreign countries until the regime stopped it in October 1941. With the outbreak of war in September 1939, Jews in Germany had been placed under curfew. The deportation was portrayed by the regime as "resettlement". Other sources would need to be consulted to gain a wider insight into Nazi policies towards Jews in the period 1939–1941 and the reactions of Jews and Germans to the policies. From their contextual knowledge candidates might be able to point out that the regime had ordered all Jews in Germany to wear the Star of David from 1 September 1941 and that from October 1941 emigration had been banned. Mass deportation of German Jews to ghettos or camps in Eastern Europe had begun in October 1941. [13]

- 2 (b) Using **all** the sources, **and** your own knowledge, assess the extent to which the outbreak of war was a turning point in the development of Nazi policies towards the Jews in the period 1933–1945.

This question targets AO1(b) and AO2: the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)** and the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination and, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2**.

Level 1 ([0]–[3]) AO2(a); ([0]–[3]) AO1(b); ([0]–[2]) AO2(b)

AO1(b):

KNOWLEDGE ([0]–[3]): Answers will recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Meaning may not always be clear due to lapses in legibility, spelling, punctuation and grammar, or flaws in the structure and organisation of ideas presented.

AO2(a):

SOURCES ([0]–[3]): Answers will merely paraphrase the sources and fail to utilise the source content to address the question concerning the development of Nazi policies towards the Jews in the period 1933–1945.

AO2(b):

INTERPRETATIONS ([0]–[2]): Answers will reveal little or no awareness of contemporary **or** later interpretations of the development of Nazi policies towards the Jews in the period 1933–1945.

Level 2 ([4]–[6]) AO2(a); ([4]–[6]) AO1(b); ([3]–[5]) AO2(b)**AO1(b):**

KNOWLEDGE ([4]–[6]): Answers will recall, select and deploy historical knowledge with a greater degree of relevance and clarity with occasional lapses. The answer contains some explanation, analysis or judgement. For example, there may be a partial account of Nazi policies towards the Jews in the period 1933–1945. There will be frequent lapses of meaning due to shortcomings in legibility and grammar, with some defects in organisation with little specialist vocabulary.

AO2(a):

SOURCES ([4]–[6]): Answers will begin to utilise the sources with regard to the question, using only the source content and lacking any contextual knowledge. For example, Source 1 reveals discrimination towards Jews. Source 2 reveals Hitler's threat to the Jews if war broke out.

AO2(b):

INTERPRETATIONS ([3]–[5]): There will be some awareness of contemporary **or** later interpretations of the development of Nazi policies towards the Jews in the period 1933–1945.

Level 3 ([7]–[9]) AO2(a); ([7]–[9]) AO1(b); ([6]–[8]) AO2(b)**AO1(b):**

KNOWLEDGE ([7]–[9]): Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Nazi policies towards the Jews in the period 1933 to 1939 may be assessed better than the period 1939 to 1945. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AO2(a):

SOURCES ([7]–[9]): Answers will analyse the sources in the context of the enquiry. There may be an imbalance of evaluation, for example, one source may be neglected. Source 3 suggests that Nazi policies towards Jews escalated towards genocide after 1939.

AO2(b):

INTERPRETATIONS ([6]–[8]): Answers will provide a satisfactory analysis and evaluation of contemporary **and** later interpretations of the development of Nazi policies towards the Jews in the period 1933–1945.

Level 4 ([10]–[12]) AO2(a); ([10]–[12]) AO1(b); ([9]–[11]) AO2(b)**AO1(b):**

KNOWLEDGE ([10]–[12]): Answers will consistently recall, select and deploy historical knowledge, relevantly, clearly and effectively. Explanation, analysis or judgements are very well developed and substantiated. Top level answers will provide a comprehensive assessment of the development of Nazi policies in stages towards Jews, not only in Germany in the period 1933–1939, but also the wider European dimension in the period 1939–1945. Answers will illustrate the radicalisation (a policy of increasing severity) of Nazi anti-semitism throughout the whole period developing through the different phases of racial repression such as: spontaneous terror, economic boycott, legal discrimination in employment, the denial of civil rights with the Reich Citizenship Law of 1935, biological discrimination with the Law for the Protection of German Blood (The Nuremberg Laws), confiscation of Jewish property, the pogrom of Crystal Night in November 1938, and emigration before the outbreak of war in 1939; then in the war years within the German empire: resettlement, deportation, the creation of ghettos, extermination in occupied areas leading to genocide, and the implementation of the “Final Solution” after the Wannsee Conference of 20 January 1942. As a result, six extermination camps were established at Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor and Treblinka, in an attempt to exterminate all European Jews. By 1945 six million Jews had probably been murdered in the Nazi attempt to exterminate a whole race in what came to be known as the Holocaust. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation with some specialist vocabulary.

AO2(a):

SOURCES ([10]–[12]): Answers will fully evaluate the sources in the context of the enquiry, using this information to inform the response. Answers will interpret the sources with complete understanding and use them with contextual knowledge to provide a comprehensive assessment. Source 1 can be utilised to illustrate further discrimination towards Jews in Germany by 1941 with the compulsory wearing of the yellow Star of David, but also that Jews were being deported. Source 2 should stimulate a discussion of the significance of Goebbels’ reference to Hitler’s speech to the Reichstag in early 1939 with its apparent threat to the Jews if a war broke out, and whether the source provides confirmation that Goebbels indirectly reveals that by late 1941 extermination was taking place. Source 3 provides evidence that after the outbreak of war in September 1939 Nazi policies towards Jews escalated towards genocide, and that by 1941 the mass murder of many Soviet Jews had taken place.

AO2(b):

INTERPRETATIONS ([9]–[11]): Answers will provide a good analysis and evaluation of this subject with regard to contemporary **and** later interpretations. Answers should react to the views of the historian Browning as expressed in the particular extract given in Source 3. It supports the proposition in the question that Nazi policies towards the Jews after the outbreak of war became even more extreme in the period 1939–1941 as genocide was implemented, especially after the Nazi invasion of the USSR in the summer of 1941. Indiscriminate mass killing by the SS death squads (*Einsatzgruppen*) was responsible for the murder of in excess of 1.2 million Jews in the USSR. Candidates can concur, qualify or disagree with the proposition. Some historians put great stress on the impact of the Second World War, claiming that the anti-semitic aspects of Nazi racial policy became transformed into a policy of extermination, as Nazi control in Europe brought millions more Jews under German rule between 1939 and 1941. The mass killing of Jews began in Poland in the wake of the Nazi advance in 1939 and escalated in 1941 during the invasion of the USSR. They suggest that the war disrupted the Nazi Government’s plans for mass Jewish emigration, and it also meant that Germany gained control of millions more Jews at a time when the Nazi Government wanted to remove Jews from its own territory. The war encouraged extremism as it brutalised people, and they grew accustomed to killing. It also removed any concern about international opinion. If alternative specific events or different phases are offered as significant turning points in terms of their consequences, such arguments should be judged on their merits. As Nazi policies towards the Jews became more extreme as they developed throughout the whole period, it could be legitimately argued that there were several turning points such as the Nuremberg Laws in 1935, or the persecution between 1937 and 1939 including the violence of the Night of Broken Glass in 1938, or the phase from 1942 to 1945 which resulted in the “Final Solution” with the creation of the death camps instead of mass shootings to accomplish the Nazi genocide. [35]

48

Option 5

60

Total

60