



Mark Scheme

Summer 2017

Pearson Edexcel GCE
In History (6HI03) Paper A

Unit 3
Paper 3B: Politics, Protest and Revolution

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 3: Generic Level Descriptors

Section A

Target: AO1a and AO1b (13%)

(30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p>
2	7-12	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p>
3	13-18	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in</p>

		<p>organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p>
5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed.</p>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Section B

Target: AO1a and AO1b (7% - 16 marks) AO2b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

AO1a and AO1b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1 mark The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks The qualities of Level 2 are securely displayed.</p>

3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 7 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8-9 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and – as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks The qualities of Level 4 are securely displayed.</p>
5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment</p>

	<p>of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks The qualities of Level 5 are securely displayed.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

AO2b (24 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question. When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-9 marks The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation. Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p>

		<p>High Level 3: 12-14 marks The qualities of Level 3 are securely displayed.</p>
4	15-19	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate. Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15-16 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks The qualities of Level 4 are securely displayed.</p>
5	20-24	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20-21 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks The qualities of Level 5 are securely displayed.</p>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
Section A Q	30	-	30
Section B Q	16	24	40
Total Marks	46	24	70
% weighting	20%	10%	30%

Section A

B1 France, 1786-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
1	<p>Candidates should have knowledge of financial and political developments under the Directory (1795-99). Features which support the financial improvement/political instability argument might include: two-thirds of the national debt was written off in September 1797 through the issue of bonds to government creditors which reduced interest payments and stabilised French finances at least for a time; Finance Minister Vincent Ramel reformed the taxation system in 1798 by introducing four new direct taxes and making tax collection more efficient (this enabled the government to balance its books); the profits of war plunder provided the Directory with much-needed income e.g. defeated states in Germany paid 16 million <i>livres</i> in indemnities and those in Italy paid about 200 million <i>livres</i>; the 'checks and balances' constitution led to political paralysis rather than stability - consequently, the Directors increasingly disregarded the constitution as they tried to maintain control of the Councils which, in turn, led to a fall in public confidence in the regime; the Directory was unable to deliver political stability, e.g. Babeuf's Conspiracy of Equals (1796), the Coup of Fructidor (1797), the Coup of Floreal (1798) and the Coup of Brumaire (1799). Features which challenge the financial improvement/political instability argument might include: attempts to restore the Treasury's finances were not successful, e.g. the value of the <i>assignat</i> collapsed, the new currency became worthless, and the introduction of indirect taxes was unpopular; the monetary crisis of 1795-97 led to a rapid decline in purchasing power which undermined stability; the bonds issued to write off government debt quickly slumped in value which alienated government creditors, thereby removing a source of stability from the regime; the Directory's constitutional arrangements (based on the Directory of five, the Council of Five Hundred and the Council of Ancients) prevented the concentration of power and avoided the extremism of 1793-94; until Fructidor (1797) the Directory provided a moderate 'representative' government steering a middle course between the restoration of the monarchy and the introduction of popular democracy.</p> <p>At Level 5, 'how far' the Directory improved government finances but not political stability will be central in an answer which will be well informed with well selected information and a sustained analysis. At Level 4, there will be analysis of the financial improvement/political instability argument with some attempt to reach a reasoned judgement on 'how far'. At Level 3, students should provide some broad analysis related to the extent the Directory achieved financial improvement but not political stability but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2 candidates will provide either only simple or more developed statements about financial and political events under the Directory with either only implicit reference to improvement/instability or argument based on insufficient evidence.</p>	30

Question Number	Indicative content	Mark
2	<p>Candidates should know about the reasons for the collapse of the Bourbon Restoration in 1830. Features which support the argument that Charles X bears only limited responsibility for the collapse of the Bourbon Monarchy might include: Charles X did not inherit a favourable situation in 1824 (e.g. early attempts to create broad-based government had effectively ended by 1820, Louis XVIII's background and attitudes helped to weaken the Bourbons' position); by 1824 several opposition groups – the Bonapartists, the Liberals and the Republicans – had either rejected the Bourbon monarchy or provided only limited or temporary support; Charles X was not responsible for the economic downturn after 1826 which caused popular discontent (e.g. working class wages in Paris fell by up to 30-40 per cent and poor harvests resulted in dearer bread). Features which challenge the argument that Charles X bears only limited responsibility for the collapse of the Bourbon Monarchy might include: before he became King, Charles led the influential Ultras (royalist extremists who wanted to return to the <i>ancien regime</i>) who progressively alienated the pays legal; Charles X's actions generated widespread popular discontent (e.g. the Law of Sacrilege and extending Catholic control over education, growth of censorship, and altering the electoral system, culminating in the Four Ordinances of St. Cloud (1830)); such actions led to the growth of liberal and republican opposition to Bourbon rule (e.g. liberal majority in the chamber after 1829 elections, Carbonarist secret societies and student socialist groups in Paris); Charles X effectively squandered the favourable position handed to him by Louis XVIII in 1824 (e.g. food supplies were stabilised, finances reorganised, the war indemnity was paid off and a degree of political stability achieved).</p> <p>At Level 5, 'how far' Charles X was responsible for the collapse of the Bourbon Restoration will be central in an answer which will be well informed with well selected information and a sustained analysis. At Level 4, there will be analysis of the reasons for the collapse of the Bourbon Monarchy with some attempt to reach a reasoned judgement on 'how far'. At Level 3, students should provide some broad analysis related to the extent the Bourbon collapse was due to Charles X but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2 candidates will provide either only simple or more developed statements about the Bourbon Restoration with either only implicit reference to Charles X's actions or argument based on insufficient evidence.</p>	30

B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

Question Number	Indicative content	Mark
3	<p>Candidates should have knowledge of the extent and impact of radical activity in Britain in the years 1789-1815. Features which support the statement in the question might include: the influence of the French revolution which stimulated mass extra-parliamentary radical protest – by the mid-1790s about 80 new political clubs and societies had been formed, many of which involved artisans and tradesmen; the radical struggle in the 1790s created a lasting legacy of dissent; the plan to establish a National Convention (1793) in Edinburgh; the limitations of government repression which helped to create a ‘revolutionary underground’ after 1795 (e.g. the United Societies, the naval mutinies of 1797); radical and trade union groups organised the food riots of 1799-1801 which targeted members of the propertied classes; the so-called ‘Black Lamp’ conspiracy (1800-02) and the Despard conspiracy (1802) indicated the possibility of armed risings in northern England and London; the Luddite disturbances of 1811-12 have also been seen as insurrectionary episodes. Features which challenge the statement might include: there is little evidence that moderate reform societies attempted to exploit economic dislocation and labouring class discontent even after 1793 when the economic and social strains of war became more apparent; although some members of the radical underground (e.g. the United Societies) recognised the value of exploiting discontent, they were too marginalised and isolated to make any significant impact during these years; an important trigger of revolutionary activity – widespread and generalised economic discontent – was largely missing from Britain in the period 1789-1815; patriotism and victories in the war against France maintained British morale (e.g. Cape St. Vincent (1797), Camperdown (1797) and the Nile (1798)); anti-radical developments in the 1790s (e.g. the introduction of repressive government policies and the growth of popular loyalism) helped to marginalise the threat of revolution in Britain; anti-radical developments in the 1790s (e.g. the introduction of repressive government policies and the growth of popular loyalism) helped to marginalise the threat of revolution in Britain; the exact nature and scope of the ‘Black Lamp’ and Despard conspiracies were unclear.</p> <p>At Level 5, the response will offer a sustained analysis related to the extent to which radical activity posed a significant threat to the British political system in the years 1789-1815. ‘How far’ will be central in the answer which will be well informed with well selected information and a sustained evaluation. At Level 4, there will be analysis of the extent to which radical activity posed a significant threat with some attempt to reach a reasoned judgement on ‘how far’. At Level 3, candidates should provide some broad analysis related to the extent to which radical activity posed a significant threat but the detail may be undeveloped in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will provide either only simple or more developed statements about radical activity in Britain in the years 1789-1815 with either only implicit reference to the threat posed or argument based on insufficient evidence.</p>	30

Question Number	Indicative content	Mark
4	<p>Candidates should have knowledge of the reforms of the Liberal Tory governments in the years 1822-30. Features which support the statement that the Liberal Tory governments resisted, rather than promoted, reform might include: many of Peel's reforms as Home Secretary were limited conservative measures e.g. the 1823 Gaols Act made prison administration more uniform and efficient not more humane; the 1825 Amendment Act restricted the activities of trade unions; the Tory governments of the period continued to oppose reform on important issues e.g. rejection of Catholic Emancipation (under Liverpool) and extension of the parliamentary franchise; Wellington and Peel's conversion to Catholic Emancipation in 1829 was only on pragmatic grounds e.g. fear of civil war/revolution in Ireland, to avoid the creation of an unofficial Catholic Parliament to challenge the legitimacy of Westminster. Features which challenge the statement might include: progressive economic policies under Huskisson and Robinson promoted free trade and lower tariffs e.g. the Reciprocity Act (1823) and the reduction of import duties; Peel pursued 'enlightened' social policies e.g. repeal of the Combination Laws (1824), reform of the Penal Code, and creation of the Metropolitan Police Force (1829); despite their reservations, Wellington and Peel presided over the passage of the Catholic Emancipation Act (1829).</p> <p>At Level 5, the response will offer a sustained analysis related to the extent to which the Liberal Tory governments resisted, rather than promoted, reform. 'How far' will be central in the answer which will be well informed with well selected information and a sustained evaluation. At Level 4, there will be analysis of the extent to which the Liberal Tory governments resisted, rather than promoted, reform with some attempt to reach a reasoned judgement on 'how far'. At Level 3, candidates should provide some broad analysis related to the extent to which the Liberal Tory governments resisted, rather than promoted, reform but the detail may be undeveloped in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will provide either only simple or more developed statements about Tory measures in the years 1822-30 with either only implicit reference to the governments resisting or promoting reform or argument based on insufficient evidence.</p>	30

Section B

B1 France, 1786-1830: Revolution, Empire and Restoration

Question Number	Indicative content	Mark
5	<p>The question focuses on the issue of the breakdown of constitutional monarchy in France in 1792. Source 1 supports the statement in the question by emphasising the impact of economic problems e.g. shortage of money, collapse of business confidence etc. The author also notes how this downturn was linked to the growth of popular protest and radicalism, particularly in Paris. Source 2 points to the radicalising effects of the war on the revolution. In addition the extract argues that economic grievances sharpened social and political divisions. In contrast, Source 3 argues that the press and media undermined the position of the French King and Queen. It also maintains that Louis XVI and his wife were vulnerable because of their actions and Marie-Antoinette's Austrian associations. Candidates should be aware that the three sources offer several cross-referencing opportunities e.g. the impact of economic problems, the growth of popular radicalism, the destabilising effects of the war etc.</p> <p>Candidates' own knowledge of the reasons for the downfall of the constitutional monarchy should be added to the source material and might include: the destabilising effects of France's economic problems in the early 1790s which fuelled popular discontent e.g. poor harvests, shortage of imported goods, rising prices, declining value of the assignat, and mounting unemployment; the impact of the war with Austria and Prussia e.g. the Brunswick Manifesto and fears that Louis and Marie-Antoinette would use the conflict to reinstate absolute monarchy; Louis XVI's own actions e.g. increasingly unwilling to accept the Constituent Assembly's wishes, the disastrous consequences of the 'Flight to Varennes' (1791), vetoed measures against émigré nobles and refractory priests, and dismissed Girondin ministers; the role of the Cordeliers Club and the fraternal and popular societies in mobilising and politicising the Parisian sans culottes against all forms of privilege e.g. the <i>journées</i> of June and August 1792.</p> <p>At Level 5, candidates will present a reasoned judgement about the role played by economic problems in the downfall of the constitutional monarchy. Here the response will be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be at least some attempt to discuss the extent to which the downfall of the constitutional monarchy was due to economic problems in the early 1790s. This will be based on confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion about reasons for the downfall of the constitutional monarchy will be offered and the sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources, and at Level 2 link to own knowledge for valid statements.</p>	40

Question Number	Indicative content	Mark
6	<p>The question focuses on the issue of the collapse of the French empire in 1814. Source 4 gives candidates material to support the argument that the French Empire collapsed due to 'remorseless British resistance'. According to the author, the Continental System relied for its economic effectiveness on continued conquest which intensified British opposition to the Empire and generated growing hostility in Europe. Source 5, in contrast, focuses on the negative impact of Napoleon's Russian campaign. The extract highlights the losses sustained and the inability to keep the Grand Army supplied but candidates should also note that this military failure mobilised further opposition to the French Empire. Source 6 draws attention to Britain's critical role as the paymaster of the European resistance to Napoleon. In addition, French efforts to cut off British funding helped to push Bonaparte into both the Iberian and Russian campaigns. Candidates should be aware that the three sources offer several cross-referencing opportunities e.g. the importance of enduring British resistance, growing European hostility to French imperialism, the failures of the Russian campaign.</p> <p>Candidates' own knowledge of the reasons for the decline of the French Empire between 1807 and 1814 should be added to the sources and may include: enduring British hostility (based on industrial and naval strength) ensured that the allies were supplied to continue the fight against France; the growing economic problems (due to the failures of the Continental System, loss of manpower and lack of industrialisation) undermined the French war effort; decline in Napoleon's own generalship e.g. Spain (1808) and Russia (1812); improvement in the generalship and organisation of Napoleon's enemies e.g. Prussian military reorganisation under Scharnhorst after the defeat at Jena (1806); the establishment of the Fourth Coalition and the Treaty of Chaumont (1814) undermined the French war effort; decline in the size and quality of French armies in later years e.g. greater reliance on raw recruits from the Empire and the satellite states.</p> <p>At Level 5, candidates will present a reasoned judgement about the relative importance of 'remorseless British resistance' in the collapse of the French Empire (1807-14) Here, the response will offer a sustained argument which will be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be at least some attempt to discuss the extent to which the collapse of the French Empire was due to British resistance. This will be based on confident use of the presented sources and good understanding of the issues under debate. Level 3 answers will reach a conclusion probably recognising that the argument is not all about British resistance and clearly recognising that the sources give different interpretations. Sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources, and at Level 2 link to own knowledge for valid statements.</p>	40

B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

Question Number	Indicative content	Mark
7	<p>The question focuses on the issue of the prospects for revolution in Britain in the years 1815-20. Source 7 supports the view in the question by emphasising the factors which reduced the threat of revolution in Britain during these years. According to the author, British radicals' rejection of the French Revolution 'model', the stabilising effects of the victory over France, and the loyalty of the armed forces ensured that the prospects were limited. Source 8 offers a more nuanced perspective. On the one hand, it notes that much popular unrest during this period stemmed from serious social and economic problems (including demobilisation, unemployment, low wages, lack of social welfare, poor harvests and the destabilising effects of technological advance) rather than political discontent. On the other, the extract refers to growing criticism of the government due to increasing political awareness brought about by the expansion of the radical press. Source 9 makes the point that the distress and discontent of the post-war period led the upper classes to conclude that revolution in Britain was imminent – a perception reinforced by events such as the Cato Street Conspiracy (1820). Candidates should be aware that the three sources offer several cross-referencing opportunities e.g. the socio-economic roots of much popular discontent, the growth of popular radicalism, the existence of revolutionary threats etc.</p> <p>Candidates' own knowledge of the debate should be added to the evidence of the sources and may include: popular protest in the post-1815 period was motivated by economic distress rather than by political objectives e.g. anti-Corn Law rioting and Luddism; relatively few people were committed to revolutionary activity; government action easily contained the 'revolutionary' threat e.g. the Six Acts (1819); the volume of radical activity in the years 1815-20 suggests a potentially revolutionary atmosphere; there were attempted uprisings – the second Spa Fields meeting (1816), the Pentrich Rebellion (1817), Peterloo (1819) and the Cato Street Conspiracy (1820); political antagonism was created by government policy which was based on the economic self-interest of the landed elite and heavy-handed official responses to popular protest.</p> <p>At Level 5, candidates will sustain their argument about the extent to which there was little prospect of revolution in Britain (1815-20). Here, the response will be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be at least some attempt to discuss the relative strength of the arguments for and against the likelihood of a revolution in Britain during these years. This will be based on confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion will be reached about the extent to which there was little prospect of revolution and the sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and draw basic conclusions. Level 2 answers should include some own knowledge.</p>	40

Question Number	Indicative content	Mark
8	<p>The question focuses on the issue of living standards of the labouring classes in Britain in the years c.1780-1830. Source 10 offers support for the view in the question by asserting that conditions 'undoubtedly deteriorated' for various occupational groups, including agricultural workers, handloom weavers and non-industrial manual jobs. It should be noted however that the extract concedes that there were variations in handloom weavers' wage levels during this period. Source 11 accepts there was a general 'slow improvement' in living standards in the years up to 1830 but argues that there were variations due to price fluctuations and economic downturns. It also makes the point that other factors e.g. housing, health and education need to be considered when assessing the living standards of the labouring classes at this time. In contrast, Source 12 maintains that working class groups benefited from industrialisation, notably skilled craftsmen and factory workers. Having said this, the author also mentions that average wages for cotton operatives and northern farm labourers lagged behind. Candidates should be aware that the three sources offer several cross-referencing opportunities e.g. the variation in living standards between different manual groups, the relatively disadvantaged position of rural workers, living standards could be adversely affected by temporary economic downturns etc.</p> <p>Candidates' own knowledge of the social and economic conditions experienced by the labouring classes between 1780 and 1830 should be added to the source material and might include: the period experienced extreme economic fluctuations e.g. the impact of the wars with France (1793-1815) and the depressions of 1815 and 1819; different workers were affected in different ways e.g. unskilled and semi-skilled workers (particularly agricultural labourers) were the worst affected and skilled workers fared best; the psychological impact and displacing effects of the factory system and industrialisation; trends in real wages and consumption levels; the impact of population growth on living standards; working class literacy rates; the growth of working class institutions and bodies.</p> <p>At Level 5, candidates will present a reasoned judgement about how far living standards for the labouring classes 'undoubtedly deteriorated' in the years c.1780-1830. Here the response will offer a sustained argument and be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be at least some attempt to discuss the extent to which living standards for manual workers deteriorated during this period. This will be based on confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion about the living standards of the labouring classes will be offered and the sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements.</p>	40