



# **GCE MARKING SCHEME**

**HISTORY - HY4  
AS/Advanced**

**SUMMER 2012**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCE HISTORY - HY4. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

	<b>Page</b>
In-Depth Study 1	1
In-Depth Study 2	5
In-Depth Study 3	9
In-Depth Study 4	13
In-Depth Study 5	17
In-Depth Study 6	21
In-Depth Study 7	25
In-Depth Study 8	29
In-Depth Study 9	33
Period Study 1	37
Period Study 2	45
Period Study 3	53
Period Study 4	61
Period Study 5	69
Period Study 6	77
Period Study 7	85
Period Study 8	93



AS/A HISTORY

# MARKING SCHEME

**IN-DEPTH STUDY 1**

**UNIT HY4**

**SUMMER 2012**

**WALES & THE TUDOR STATE, c.1529-1588**

**1234/13**

Question 1	Economic activity and social change in Wales, c. 1534-1588	40 Marks
<p><b>‘The most significant development in Wales between 1534 and 1588 was an increase in poverty and vagrancy’. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the increase in poverty and vagrancy and/or economic activity and social change in Wales.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates must consider the increase in poverty and vagrancy in social and economic terms. However, candidates must also begin to consider other equally significant social and economic developments such as the role of the gentry, the creation of landed estates, growth in towns and industry and changes in Welsh cultural life.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates must evaluate the impact that the increase of poverty and vagrancy had on the economy and society at large. Candidates must also provide a balanced response regarding other equally significant social and economic developments such as the role of the gentry, the creation of landed estates and growth in towns and industry. Changes in Welsh cultural life and agricultural changes such as enclosures should also be discussed.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the increase in poverty and vagrancy was the main development in the economic and social life of Wales between 1534-1588.</p>		

Question 2	The Elizabethan Church Settlement and religious change in Wales, c.1559-88	40 Marks
<p><b>To what extent did Bishop Richard Davies make the most important contribution to religious development in Wales in the period 1559-1588?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the life, work and career of Richard Davies and/or religious change in Wales in general.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on the life, work and career of Richard Davies and make simplistic judgements about religious change. They must begin to consider Davies's impact on religious change such as his role in Parliament pushing through the Act for the Translation of the Scriptures and his role as bishop of St. David's in enforcing the Church Settlement.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should evaluate the contribution that Richard Davies's work and influence had on religious change alongside other factors such as government policy, the Church Settlement, Salesbury/Morgan and the translation of the Scriptures into Welsh and the appointment of talented and capable clergy to lead the Church in Wales.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not Richard Davies make the most important contribution to religious development in Wales. Other factors will be debated and evaluated such as the conversion of the people of Wales from Catholicism to Protestantism together with the impact of the Religious Settlement and the translation of the Scriptures.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - no judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>



AS/A HISTORY

# MARKING SCHEME

**IN-DEPTH STUDY 2**

**UNIT HY4**

**SUMMER 2012**

**REBELLION & REPUBLIC, c.1629-1642**

**1234/14**

Question 1	Personal Rule and conflict with Parliament, c.1629-1642	40 Marks
<p><b>‘The most significant cause of conflict between the Crown and Parliament was finance.’ Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Parliament’s conflict with the Crown.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on the issue of finance and make simplistic judgements about Parliament’s conflict with the Crown. However, candidates should begin to consider other factors that led to conflict, such as religion and the aggressive attitude of radical MPs and their belief in the rights and privileges of Parliament.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should evaluate the contribution that the issue of finance had on Parliament’s conflict with the Crown alongside other factors such as the King’s personality/actions, arguments over religious policy obstinacy and assertiveness of Parliament/MPs. Candidates will note the Crown’s perennial problem with raising enough money to govern the kingdom and its unwillingness to negotiate with Parliament.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not disagreements over finance were mainly responsible for Parliament’s conflict with the Crown. The King’s belief in Divine Right should feature as a powerful point of debate to explain why tension turned into conflict.</p>		



Question 2	Cromwell and the Interregnum	40 Marks
<p><b>‘During the Interregnum, Cromwell did not rule the country: the army did.’ Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Cromwell’s period in power and/or events connected with the Interregnum.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on Cromwell’s rule with some reference to the participation of the army and its senior officers in influencing government policy during this period. However, candidates should begin to consider the fact that the army needed Cromwell as much as he needed them: he was head of state and an army commander so they were duty bound to follow his orders.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should evaluate the impact that the army and its senior officers had in influencing government policy during this period. Candidates should demonstrate some awareness of the critical importance to Cromwell of the support of the army such as the rule of the Major Generals and the military’s support in the dismissal of Parliament. Cromwell’s failure to work with or reform parliament and his success in establishing the republic were due in large part to the support of the army. However, his failure to curb the power of radical groups and the failure of the rule of the Major Generals suggests that the army was not the all-powerful instrument of government that was once thought.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether it was Cromwell or the army that ruled the country during the Interregnum. Candidates will demonstrate an awareness of the complex relationship between Cromwell’s civilian government and the army. To separate one from the other is almost impossible. The army did dissuade Cromwell from assuming the Crown but it failed to rule the country after his death. Cromwell was the single most powerful figure in the government whereas the army was a collective of rival generals, groups and factions. There was no single leader who could have challenged Cromwell. So did the two need each other?</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - no judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>



# AS/A HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 3**

**UNIT HY 4**

**SUMMER 2012**

**REFORM & PROTEST IN WALES & ENGLAND  
c.1830-1848**

**1234/15**

Question 1	Peel and Reform, 1834-1846	40 Marks
<p><b>'Sir Robert Peel provided strong and consistent leadership of the Conservative party in the period 1834-1846'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Peel and the Conservative Party between 1834-1846.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers will consider that Sir Robert Peel provided strong and consistent leadership of the Conservative party in the period 1834-1846.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will consider examples of strong leadership such as Peel's leadership in the 1834 and the 1839 crises, the new direction after the Tamworth manifesto, the rebuilding of the party and its broader appeal plus the achievements of 1841-1846 as one of the greatest ministries of the nineteenth century. Whether he was such a politically adept leader is another matter, as his arrogant and insensitive treatment of backbenchers were major factors in the Corn Law debacle.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set whether Peel showed strong and consistent leadership of the Conservative party. Answers will involve a sustained judgement on this issue. Candidates should debate the alternatives mentioned in Level 3 with serious consideration.</p>		

Question 2	The period of Rebecca, 1839-1843	40 Marks
<p><b>"The Rebecca Riots frightened the government but achieved little else". Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Rebecca Riots.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. They might conclude that the Riots frightened the government and achieved little else.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will judge that the Riots did focus the mind of government on issues such as tolls, tithes, the workhouse and grinding poverty. There was a notable effect on the Peel administration.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set whether the Riots achieved little except frightening the government. Answers will involve a substantial judgement on the issue. They will consider the alternative views in Level 3 above. The level of evaluation will be higher than Level 3 and will be fuller on the positive impact made by the Riots on government policy in the 1840s.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - no judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>



# AS/A HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 4**

**UNIT HY4**

**SUMMER 2012**

**CHANGE AND CONFLICT IN WALES, c.1900-1918  
1234/16**

Question 1	Educational, Religious and Cultural Conflict in Wales, c.1900-1914	40 Marks
<p><b>To what extent were educational issues mainly responsible for change in Wales, 1900-1914?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Wales between 1900-1914.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will suggest that educational issues were the main cause of change in Wales 1900-1914 and may suggest some other causes of change in the period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will discuss whether educational issues were the main cause of change in Wales 1900-1914 when set against some other causes of change in the period.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether educational issues were the main cause of change in Wales, 1900-1914. Candidates will provide a sustained response considering other causes of change including religious, cultural and social developments and events.</p>		



Question 2	Wales and the War, 1914-1918	40 Marks
<p><b>'There was enthusiastic support for the war effort in Wales throughout the period 1914-1918.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Wales during the war years.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will suggest that the Welsh support for the war effort was complete and enthusiastic and may suggest other types of response in a descriptive way.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will discuss whether the support for the war effort in Wales was enthusiastic. Candidates may discuss various responses of Welsh soldiers, their families, workers and possibly working women and regional variations.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether support for the war in Wales was enthusiastic. Candidates will provide a sustained evaluation of the question set against the varying responses of soldiers, workers, Welsh nationalists, religious responses, conscientious objectors and regional as well as industrial support for the war effort.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - no judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>



# AS/A HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 5**

**UNIT HY4**

**SUMMER 2012**

**BRITAIN, c.1929-1939**  
**1234/17**

Question 1	British foreign policy, c.1929-1939	40 Marks
<p><b>'Between 1929-1939, foreign policies were followed that went against Britain's interests'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of British foreign policy between 1929-1939 with references to the actual question set.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will discuss British foreign policy in this period as being against Britain's interests and may suggest an alternative view. Candidates at the middle and top of the level may also discuss the foreign policies of other countries and try to link these with the interests of Britain.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will discuss whether foreign policy was, or was not, against Britain's interests. Success in protecting the empire and Britain's economy and further interests may be mentioned as well as the ultimate failure of not securing a lasting peace. Candidates can be rewarded at the bottom of the level if they discuss the foreign policies of other countries and whether they were in the best interests of Britain. However, for the mid and high level marks, specific focus is needed on British foreign policy as contained in the specification for Level 3.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether British foreign policy was, or was not, followed in a manner that was conducive with Britain's interests. Candidates will produce a substantiated response considering possible successes in avoiding conflict, re-arming issues, working with other countries, responding to legitimate grievances, appeasement, financial situation, or gaining time to re-arm.</p>		

Question 2	Depression and Recovery, c.1933-1939	40 Marks
<p><b>'The years 1933-1939 should be remembered more as a period of development rather than a period of despair'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the years 1933-1939. There will be some unfocused narrative on the period mostly giving underdeveloped generalisations.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to describe the period as a period of development and/or despair but there will be little or any development through evaluation of the issue in the question.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. There will be an attempt to discuss whether calling the period a <i>period of development</i> is justified in view of the obvious regional experiences of despair. Candidates may mention industrial development, entertainment, technological development but also more negative aspects such as means testing, hunger marches, limited legislation, special areas and minority parties.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the period was one of development or despair. Candidates will provide a balanced account of the whole period and will develop a substantiated debate.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i></p> <p><i>3 Marks = something on the topic.</i></p>	<p style="text-align: center;"><b>(1-7 marks)</b></p> <p>The answer will not often be focussed on the set question and will show limited understanding.</p> <p><i>1 mark = No valid response offered at all; one liner, waffle</i></p> <p><i>4 marks = something on the topic but largely irrelevant to question</i></p> <p><i>7 marks = weak and irrelevant but topic based response.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.</p> <p><i>4 Marks = just has general knowledge of the outline period.</i></p> <p><i>6 Marks = has general knowledge of the key issues including the wider factors.</i></p>	<p style="text-align: center;"><b>(8-14 marks)</b></p> <p>The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.</p> <p><i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i></p> <p><i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - no judgement offered on the question set.</i></p> <p><i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i></p>
<b>3</b>	<p style="text-align: center;"><b>(7-10 marks)</b></p> <p>The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.</p> <p><i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i></p> <p><i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i></p>	<p style="text-align: center;"><b>(15-21 marks)</b></p> <p>The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.</p> <p><i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i></p> <p><i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i></p> <p><i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i></p>
<b>4</b>	<p style="text-align: center;"><b>(11-12 marks)</b></p> <p>The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i></p> <p><i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i></p>	<p style="text-align: center;"><b>(22-28 marks)</b></p> <p>The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.</p> <p><i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i></p> <p><i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i></p>



# AS/A HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 6**

**UNIT HY4**

**SUMMER 2012**

**THE GERMAN REFORMATION, c.1500-1555**

**1234/09**

Question 1	The German Reformation, c.1500-1555	40 Marks
<p>'Charles V's failure to control the Princes of Germany was the most significant factor in the establishment of Lutheranism in Germany.' Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Charles V's relationship with the German Princes and the establishment of Lutheranism in Germany.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set that Charles' failure to control the German Princes was a significant factor in the eventual establishment of Lutheranism in Germany at Augsburg in 1555.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates might consider that Charles' failure to control the German Princes was a major contribution in allowing Lutheranism to develop after Worms, after the setting up of the Schmalkaldic League and the eventual acceptance of Lutheranism in 1555. They might note that not all Princes were in support of the new religion.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Charles's failure to control the German Princes significantly affected the establishment of Lutheranism in Germany. They would include an assessment of the varying significance of other major factors such as Charles' role in the Diet of Worms, the impact of the Peasants War, the Emperor's relationship with the Papacy and the calling of a General Council at Trent. Candidates at this level should consider including the acceptance of Lutheranism at the bi-confessional settlement at Augsburg in 1555.</p>		



Question 2	The German Reformation, c.1500-1555	40 Marks
<p>To what extent were Luther's ideas the most important cause of the Peasants War?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Peasants War.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. They may agree that the most important cause of the Peasants War was Luther's ideas.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will identify the complex causes of the Peasants War and begin to assess their relative importance. These might include economic, political and social causation.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Luther's ideas about indulgences, Sola fide, Sola Scriptura and the Priesthood of all Believers were the most important cause of the Peasants War. They would include an assessment of the varying importance of economic, political and social causation. They might consider that religion was the professed main cause but that there were very important economic, social and political causes also.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - no judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>



# AS/A HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 7**

**UNIT HY4**

**SUMMER 2012**

**THE FRENCH REVOLUTION, 1776-1795**

**1234/10**

Question 1	The Terror, 1792-1795	40 Marks
<p><b>'Robespierre's main concern during the Terror was the personal pursuit of power.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Terror or a very general account of events in France following 1789 with possibly some narrative on Robespierre's career.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on whether Robespierre's main concern during the Terror was the personal pursuit of power. There will be some examination of the context against which he operated but most of this will be narrative. Descriptions of the policies during the Terror will tend to dominate the accounts with possibly some bolt on consideration of the role of Robespierre.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. They will focus on whether Robespierre's main concern during the Terror was the personal pursuit of power or were there other wider issues at stake. They will suggest that while Robespierre's amassed what could be interpreted as vast power he was not a dictator. Attention will be given to the context against which he was operating the seeming need for draconian legislation and methods.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Robespierre's main concern during the Terror was the personal pursuit of power or whether he had other agendas which he used the cover of the Terror to try and implement. Accounts will provide detail of the machinery of the Terror but within a context of the crisis facing France. While Robespierre has been labelled would be dictator and there is evidence to support his ruthlessness, there is also the argument that he was keen to champion the rights of ordinary people and that he was willing to support the laws of Ventose. The cult of the Supreme Being will draw some debate from those who see the policy as pursuing personal power. Candidates will focus clearly on the key phrase – <i>main concern</i>. They will note his incorruptibility and the austere life which he led, the personal sacrifices he made in pursuit of the preservation of the republic.</p>		

Question 2	The Church and the Revolution, 1789-1795	40 Marks
<p><b>'The nationalisation of Church land was the most significant development affecting the Catholic Church during the French Revolution'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Catholic Church during the Revolution.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on whether the nationalisation of Church land by the National Assembly was the most significant development affecting the Catholic Church during the French Revolution. Most of the content will focus in general on events which impacted on the church such as the Civil Constitution of the Clergy. There will be a limited attempt to present alternatives to the issue posed.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. They will focus on whether the nationalisation of Church land was the most significant development affecting the Catholic Church during the Revolution. They will consider a range of alternatives such as the Civil Constitution of the Clergy and the schism which it opened up in the Church or the anarchic assault on the Church by the Jacobin, during the Terror. Accounts will include, in varying degrees the role of the Church in the counter-revolution.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the nationalisation of Church land was the most significant development affecting the Catholic Church during the French Revolution. There will be a clear attempt to challenge the notion and emphasis will be placed on the phrase most significant development. A sustained argument will consider in detail the impact of the loss of its wealth (nationalism of church land and the ending of tithes) and status (abolition of the estates of the realm and ending of tax privileges and its impact on the church. This will be weighed against the Jacobin republics policy of de-christianisation which was at best rather patchy in its impact. Some may explore the Cult of the Supreme being as part of the process of attacking the Catholic Church. The Civil Constitution of the Clergy should also provide scope for discussion.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - no judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>



# AS/A HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 8**

**UNIT HY4**

**SUMMER 2012**

**THE CRISIS OF THE AMERICAN REPUBLIC  
c.1848-1877**

**1234/11**

Question 1	Abraham Lincoln and the Crisis of the Union, 1848-1865	40 Marks
<p><b>'It was Abraham Lincoln's leadership that gave the North victory in the Civil War'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Abraham Lincoln's role and career.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers will focus predominantly on Lincoln's leadership and may outline some alternatives that led to victory for the North.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will focus on Lincoln's leadership, for example, his frustration with the generals until he picked the winning team of Grant and Sherman. Answers will need to look at alternative reasons for Northern victory, not least the mistakes of the Confederacy and the preponderance of Northern economic and military muscle.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Lincoln's leadership was decisive in securing the Northern victory. Answers will involve a sustained judgement on the issue and the factors mentioned in Level 3 which will be evaluated more convincingly.</p>		



Question 2	Reconstruction, 1863-1877	40 Marks
<p><b>To what extent was the eventual failure of Reconstruction mainly caused by opposition and resistance from white southerners?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of reconstruction after 1863.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers may accept uncritically the statement in the question. An alternative view may be offered without much support.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will clearly evaluate the reasons for the failure of reconstruction, including the strength of white resistance but will also look at other issues including the failures of republican government in the south, the failure to effectively guarantee black civil rights, corruption and the mixed record on economic reconstruction.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether white opposition ensured the failure of reconstruction. Answers at this level might question the notion of failure and factor in the political national situation in 1876 which led to the 1877 Compromise.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - no judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>



# AS/A HISTORY

## MARKING SCHEME

**IN-DEPTH STUDY 9**

**UNIT HY4**

**SUMMER 2012**

**NAZI GERMANY, c.1933-1945**

**1234/12**

Question 1	Support, opposition and resistance within the Third Reich, 1933-1945	40 Marks
<p><b>'Opposition to the Third Reich, in the period 1933-1945, failed mainly because the majority of Germans were enthusiastic supporters of the regime.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of aspects of the Nazi regime 1933-1945.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will examine the theory that opposition failed to gather any momentum inside Germany because the majority of Germans were enthusiastic supporters of the regime.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement about why opposition to the Nazis failed. Candidates should discuss the different types of opposition and discuss the reasons for their failure. Political opposition was impossible because the Nazis had crushed it and created a one party state. Candidates may make broad generalizations about the lack of organization, structure and unity of the opposition groups. However this will be balanced against the extent to which the regime was genuinely popular with the majority of Germans and the extent to which the apparatus of the police state curtailed the opposition movements. Expect references here to the Gestapo, SS, SD and enforced support.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not opposition failed because of popular support for the regime. Candidates might conclude that the lack of co-ordinated opposition is indicative of the support of the mass of Germans for the regime. Candidates should explore the inherent weaknesses within the opposition movement on the right and the left including opposition within the church, conservative groups, the army, young people and individuals. They should discuss whether or not these movements failed because of the support of the majority of the German people or because of the ruthless speed and nature of Hitler's consolidation of power. More subtly some Germans opposed aspects of the regime but opposed others. There was no unified opposition movement. It was made up of disparate groups who had little points of reference to each other. Furthermore many of the opposition had left the country. Indeed, the mixed government strategies of propaganda and Gestapo surveillance ensured the compliance of a large number of the German population. Co-ordinated opposition was impossible. Even the army, the group most likely to succeed were poorly organised. However, the failure of opposition arguably created the illusion of unity that gave the Nazi regime the strength to survive. On the other hand, others responded positively to the apparent successes of the regime.</p>		

Question 2	Germany; war and defeat, 1939-1945	40 Marks
<p><b>To what extent were Britain and the USA mainly responsible for Germany's defeat in the Second World War?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive accounts of the course of the Second World War.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. They will agree that Britain and the USA were mainly responsible for Germany's defeat.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement regarding the roles of Britain and the USA in Germany's defeat in the Second World War. Candidates will weigh up issues like the campaign in the western Europe, Dunkirk, Battle of Britain, Battle of the Atlantic and D Day against the influence of other factors responsible for the defeat of Germany such as Hitler's strategic blunders, the superior economic resources of the allies, the resistance movements and events on the eastern front.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Britain and the USA were mainly responsible for Germany's defeat. This will be evaluated against issues like the invasion of Russia where resources were stretched beyond the limits of logistics. Candidates should attempt to make subtle judgments about the interrelationship between a range of factors, for example, the introduction of D Day created a war on two fronts which proved a logistical nightmare for the Germans. Candidates should evaluate the extent to which the Battle of Britain and the D Day campaign were ultimately responsible for Germany's defeat. Needless to say that Germans still had some victories in the West at Arnhem and the Battle of the Bulge. Was Hitler's ideological crusade against the Soviet Union the main reason for Germany's defeat evaluating the overconfidence of Hitler in waging the ideological crusade against Russia? Arguably, however, rapid allied success in the West owed much to the heavy Germany commitment in the East. All this should be weighed up against the power of the west represented by Britain and the USA and shown in their allied victories.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - no judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 1**

**UNIT HY4**

**SUMMER 2012**

**ASPECTS OF THE HISTORY OF WALES & ENGLAND,  
c.1483-1603**

**1234/01**

## SECTION A

Question 1	Crown, Council and Parliament in the reign of Elizabeth, 1558-1603	40 Marks
<p><b>‘The most significant development in government during the period between 1558 and 1603 was the decline in the power and authority of the Crown.’ Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the power and authority of the Crown and/or government in general.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Answers may make some attempt to come to a judgement on the question set by focussing on a discussion of the Crown’s power and authority stating that it was at least as powerful in 1603 as it had been in 1558. They might discuss the role of parliament and the Privy Council but not link it directly to the question.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> about the Crown’s power and authority stating that in terms of finance there was certainly a decline. It had become more dependent on parliamentary subsidy. Nevertheless, in terms of its political power, it was at least as powerful in 1603 as it has been in 1558. However, candidates should seek to challenge this assumption by exploring the role and influence of the PC and the growing financial strength of parliament. They will likely say that the rise of the PC was the most significant development in government since it came to largely control the business of government (central as well as local) by the 1590s. On the other hand, it did not control the Crown.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether or not the power of the Crown had declined by 1603, in particular whether it was able to control the PC, central government and parliament. In fact, candidates may state that the most significant development in government was the rise of the PC and parliament. The growing financial strength of parliament might also be cited as the most significant development in government. The Crown still had the power to block legislation, hire-and-fire ministers and deny patronage to those who challenged or opposed its authority.</p>		



Question 2	Mary Stuart and England's relations with the Catholic Powers, 1568-88	40 Marks
<p><b>'The brutal suppression of Catholics was the main cause of conflict between England and the Catholic powers, 1568-1588.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> the suppression of Catholics/Catholicism and/or the events connected with the conflict between England and the Catholic powers, 1568-88.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates are likely to discuss the reasons why the suppression of Catholics/Catholicism was undertaken by the government – threat of rebellion. They will be aware of a link between the Phillip of Spain's actions and Elizabeth's religious policy and the harm this caused to England's foreign relations but will likely not explore this in any detail.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will focus on weighing up the contribution that the brutal suppression of Catholics/Catholicism had on England's relations with foreign powers particularly Spain and the Papacy. The Pope's reaction to Elizabeth's religious policy may have been decisive in encouraging Phillip of Spain to declare war on England in 1585. As part of the counter-argument candidates should consider the effect the imprisonment of Mary had on foreign relations. Candidates may conclude that the conflict between England and the Catholic powers, 1568-1588 (excluding France) was not solely down to the treatment of English Catholics, though this did provide the papacy and King Phillip with useful propoganda and a valid excuse to attack England, but was part of a wider political strategy by Spain to conquer England and increase its political power in Europe.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether the brutal suppression of Catholics was the main reason why England's relations with the Catholic powers (esp. Spain) deteriorated into war leading to the launching of the Armada. Some candidates may argue that the imprisonment of a Catholic monarch was as powerful a reason for conflict as the persecution of Catholics. Candidates should give due consideration to the fact that England's relations with France remained cordial throughout this period.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY ESSAYS  
SECTION A**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>5 Marks = links with 10 marks for AO1b.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>

## SECTION B

Question 1	Poverty, vagrancy and the poor in Wales and England, 1483-1603	40 Marks
<p><b>‘Attitudes to poverty and vagrancy were mainly influenced by religious changes in the period 1483-1603.’ Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the attitudes to poverty and vagrancy and/or the impact of the Reformation on the treatment of the poor and vagrant.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will likely show an awareness of changing attitudes to poverty and vagrancy but they may not explicitly link this to, or assess the impact of religious changes.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will not only show an awareness of changing attitudes to poverty and vagrancy during the period as a whole but will be able to discuss the issue in depth and link it to religious changes. Candidates will likely show an awareness of the uneasy relationship between relief and suppression of what the government considered to be a major problem. The legislation passed during this time should serve as a means by which candidates may track the change in official attitudes. The impact of the Reformation on the Church and the effect this had on its ability to cater for the needs of the poor and vagrant will also be discussed. Other factors will have to be explored such as the attitude/role of the merchant class, the contribution of charity and the impact of municipalities across England and Wales especially Norwich.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which attitudes to poverty and vagrancy were mainly influenced by religious changes such as the closure of the monasteries and the change from Catholicism to Protestantism.</b> Attitudes to vagrancy tended not to change that much, although towns like Norwich, Ipswich and London did acknowledge the problems attached to the vagrant. Candidates must evaluate the extent to which changing attitudes to the poor and vagrant were influenced by religious changes – the inability of the Church to cope shifted the burden of responsibility to society as a whole – and this did lead to some resentment and a hardening of attitudes.</p>		

Question 2	Tudor foreign policy, 1483-1603	40 Marks
<p><b>‘Tudor foreign policy was mainly determined by economic considerations in this period.’ Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of the main features of Tudor foreign policy.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will likely concentrate on discussing Tudor foreign policy as a whole with perhaps some reference to general economic issues/problems such as trade and commercial rivalry. However, candidates may not necessarily evaluate the question but concentrate on describing the key political and religious considerations that shaped England’s relations with Spain, France and the Netherlands.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will show that economic issues such as rivalry over trade/commerce, the opening up of new markets and the conflict this caused at sea had a significant impact on England’s foreign policy. The need to improve England’s economic situation did contribute to the shaping of Tudor foreign policy but other issues such as political alliances, support for exiles (Henry VII) or religious conflict should also be considered.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which economic considerations influenced Tudor foreign policy.</b> This will be compared to England’s political and religious relations with Scotland, France, Spain and the Empire. The situation was very complex and the relationship between England and her continental neighbours varied over time and for different reasons.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY  
SECTION B**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 Mark = unworthy</i></p> <p><i>3 Marks = something on the topic.</i></p>	<p style="text-align: center;"><b>(1-7 marks)</b></p> <p>The answer will not often be focussed on the set question and show limited understanding. There will be a very limited attempt at an historical overview. There will be a very limited attempt to make historical connections.</p> <p><i>1 mark = No valid response offered at all; one liner, waffle</i></p> <p><i>4 marks = something on the topic but largely irrelevant to question</i></p> <p><i>7 marks = weak and irrelevant but topic based response.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will be limited on range or coverage. There will be some lapses in spelling and grammar and coherence will not be sustained.</p> <p><i>4 Marks = just has general knowledge of the outline period.</i></p> <p><i>5 Marks = links with 10 marks for AO1b.</i></p> <p><i>6 Marks = has general knowledge of the key issues including the wider factors.</i></p>	<p style="text-align: center;"><b>(8-14 marks)</b></p> <p>The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change over time.</p> <p><i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i></p> <p><i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i></p> <p><i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i></p>

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<p><b>3</b></p>	<p><b>(7-10 marks)</b></p> <p>The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.</p> <p><i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i></p> <p><i>8 Marks = links with 18 marks for AO1b.</i></p> <p><i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and reasonable QWC.</i></p>	<p><b>(15-21 marks)</b></p> <p>The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation. There will be a clear attempt at an historical overview. There will be a clear attempt to make historical connections and show an appreciation of change over time.</p> <p><i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays. Coverage of some or most of the outline period is required.</i></p> <p><i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift. Coverage of most of the outline period is required.</i></p> <p><i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay. Coverage of the outline period is required</i></p>
<p><b>4</b></p>	<p><b>(11-12 marks)</b></p> <p>The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period.</i></p> <p><i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period and good QWC.</i></p>	<p><b>(22-28 marks)</b></p> <p>The answer will be fully focussed on the set question. The judgements reached will be fully substantiated. There will be a sustained attempt at an historical overview. There will be a successful attempt to make historical connections and appreciate the complexities of change over time.</p> <p><i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set. Some clear references to appropriate PESCR factors.</i></p> <p><i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question, integrating fully the PESCR factors and covering the full period set.</i></p>



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 2**

**UNIT HY4**

**SUMMER 2012**

**ASPECTS OF THE HISTORY OF WALES &  
ENGLAND c.1603-1715**

**1234/02**

## SECTION A

Question 1	England's relations with Ireland, Scotland and Wales, c. 1603-1649	40 Marks
<p><b>'The Irish played a more decisive role in the English Civil Wars than either the Welsh or Scots.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Civil Wars in general.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will likely evaluate the role each nation played in the Civil Wars without necessarily coming to a clear judgement.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates should compare and evaluate the role each Celtic nation played in the Civil Wars. The only major battle to be fought outside England was in Wales. Welsh (and Irish) troops made up a sizeable contingent in the royalist armies and were therefore pro-King while the Scots turned from supporting to opposing the King.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the Irish played a more significant role than either the Welsh or the Scots in the Civil Wars.</b> It may be argued that the weakness and unreliability of the Welsh troops suggest that the Scots and Irish played a more decisive part in the Civil Wars.</p>		



Question 2	James II, the Glorious Revolution and party politics, c. 1685-1715	40 Marks
<p><b>‘The monarchy was more powerful under Queen Anne than it had been under James II.’ Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the monarchy between 1685 and 1714.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates might suggest that the monarchy was less powerful under Queen Anne than it had been under James because of the Glorious Revolution and the passing of the Bill of Rights. On the other hand, Parliament’s invitation to William and Mary to become joint rulers demonstrates the country’s dependence on monarchy, i.e. Parliament seemed unable to rule without a monarch.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates must evaluate the relative strength and power of the monarchy in 1685 and in 1714, certainly before and after the passing of the Bill of Rights. Although the Bill of Rights tipped the balance of power firmly Parliament’s way the Crown still had considerable authority. William III still had the power to take England to war against France though he needed Parliament’s money to finance it. The monarchy could manipulate Parliament by bribing/influencing MPs. Candidates may point out that in 1708 Anne refused to sign Acts of Parliament she did not agree with. They might argue that this shows that the power of the monarchy was apparently undiminished – that it was at least as powerful in 1714 as it had been in 1685.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether the monarchy was more powerful under Queen Anne than it had been under James II. The issue is complex and some candidates might suggest that the relative strength and power of the monarchy depended on the personality of the individual monarch and the attitude of the political nation to them – James (hated and feared), William and Mary (respected but unloved) and Anne (considered weak and ineffectual).</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY ESSAYS  
SECTION A**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>5 Marks = links with 10 marks for AO1b.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>

## SECTION B

Question 1	Crime, disorder and protest, c.1603-1715.	40 Marks
<p><b>'The most significant cause of crime, disorder and protest in the period between 1603 and 1715 was political instability'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the growth in crime, disorder and protest and/or political instability during the period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates might focus on the growth of crime, disorder and protest without fully evaluating the contribution made by political instability such as the conflict between the Crown and Parliament.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates should evaluate the contribution that political instability made to the growth of crime, disorder and protest alongside other causes such as war, economic problems, decline in the moral power of the church, hunger/famine, unemployment and spread of radical ideas.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which political instability was the most significant cause of crime, disorder and protest.</b> Candidates will note the growing tension and conflict during much of this period but that this was caused by a wider variety of factors.</p>		

Question 2	England's changing relations with foreign powers, c.1603-1715	40 Marks
<p><b>To what extent were England's relations with foreign powers mainly influenced by religious considerations in the period between 1603 and 1715?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of England's relations with foreign powers in this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates may simply offer a reign by reign account of England's relations with various continental powers such as France, Spain and the Netherlands without considering the wider religious issues such as the tension between a protestant England and a largely Catholic Europe.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates should focus on the phrase 'mainly influenced by' in order to track and discuss the key religious issues that promoted change set alongside a counter-argument that debates the contribution of other factors such as political, economic and military issues – the marriage policies of James and Charles I, the impact of the Civil Wars and the rise of the Spanish empire.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which England's relations with foreign powers were influenced by religion together with an appreciation of the contribution other factors made such as war, marriage, politics and diplomatic alliances.</b></p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY  
SECTION B**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 Mark = unworthy</i></p> <p><i>3 Marks = something on the topic.</i></p>	<p style="text-align: center;"><b>(1-7 marks)</b></p> <p>The answer will not often be focussed on the set question and show limited understanding. There will be a very limited attempt at an historical overview. There will be a very limited attempt to make historical connections.</p> <p><i>1 mark = No valid response offered at all; one liner, waffle</i></p> <p><i>4 marks = something on the topic but largely irrelevant to question</i></p> <p><i>7 marks = weak and irrelevant but topic based response.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will be limited on range or coverage. There will be some lapses in spelling and grammar and coherence will not be sustained.</p> <p><i>4 Marks = just has general knowledge of the outline period.</i></p> <p><i>5 Marks = links with 10 marks for AO1b.</i></p> <p><i>6 Marks = has general knowledge of the key issues including the wider factors.</i></p>	<p style="text-align: center;"><b>(8-14 marks)</b></p> <p>The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change over time.</p> <p><i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i></p> <p><i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i></p> <p><i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i></p>

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<p><b>3</b></p>	<p><b>(7-10 marks)</b></p> <p>The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.</p> <p><i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i></p> <p><i>8 Marks = links with 18 marks for AO1b.</i></p> <p><i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and reasonable QWC.</i></p>	<p><b>(15-21 marks)</b></p> <p>The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation. There will be a clear attempt at an historical overview. There will be a clear attempt to make historical connections and show an appreciation of change over time.</p> <p><i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays. Coverage of some or most of the outline period is required.</i></p> <p><i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift. Coverage of most of the outline period is required.</i></p> <p><i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay. Coverage of the outline period is required</i></p>
<p><b>4</b></p>	<p><b>(11-12 marks)</b></p> <p>The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period.</i></p> <p><i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period and good QWC.</i></p>	<p><b>(22-28 marks)</b></p> <p>The answer will be fully focussed on the set question. The judgements reached will be fully substantiated. There will be a sustained attempt at an historical overview. There will be a successful attempt to make historical connections and appreciate the complexities of change over time.</p> <p><i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set. Some clear references to appropriate PESCR factors.</i></p> <p><i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question, integrating fully the PESCR factors and covering the full period set.</i></p>



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 3**

**UNIT HY4**

**SUMMER 2012**

**ASPECTS OF THE HISTORY OF WALES & ENGLAND  
c.1780-1886**

**1234/03**

## SECTION A

Question 1	The Conservatives in the age of Peel and Disraeli, c.1834-1880	40 Marks
<p><b>To what extent was the revival of the Tory party in the period 1834-1880 due to Peel's idea of New Conservatism?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Conservative party in the nineteenth century.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> They may suggest that Peels' new conservatism was the main factor in the development of the Conservative party in this period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Peels' contribution in terms of the Tamworth Manifesto, the approach to reform, the rebuilding of party organisation and the achievement of 1841-1846 may be debated against Disraeli's political genius such as his contribution to leadership of the party in the wilderness years, the Reform Act 1867 and the achievements of the second ministry.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether Peel's new conservatism was paramount in reviving the Tory party. A good range of alternatives will be considered at this level. They may consider that Peel's attempts to change his party came to nothing because of his inability to keep the backbenchers sweet by 1846. Alternatively they might consider that Disraeli was actually an obstacle to the development of Conservatism in that he effectively wrecked the party in 1846, ensuring twenty years of political weakness, and removing Peel who had the reputation of being one of the most effective prime ministers up to that date.</p>		



Question 2	The development of Liberalism, 1846-1886	40 Marks
<p><b>“Gladstone’s first ministry (1868-1874) achieved little except unpopularity”. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Gladstone’s first ministry 1868-1874.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Answers might agree uncritically that the first ministry achieved little except unpopularity.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will discuss the unpopularity of the Education Act 1870, the licensing reforms and the army reforms, perhaps looking at the 1874 general election as a verdict. This needs to be balanced against his substantial legislative record on Ireland, the Church, the law, the Civil Service, as well as the issue about the Secret Ballot.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether little was achieved except unpopularity by Gladstone’s first ministry. Answers at this level will deal explicitly with the reputation of this ministry as one of the great reforming ministries of the nineteenth century but also address its failure to impress the electorate.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY ESSAYS  
SECTION A**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>5 Marks = links with 10 marks for AO1b.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>

## SECTION B

Question 1	Social reform, 1780-1886	40 Marks
<p><b>To what extent was social reform in the period 1780-1886 mainly influenced by humanitarian concerns?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of social reform in the nineteenth century.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> They will agree that social reform was mainly influenced by humanitarian concerns.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates need to analyse the impact of humanitarian concerns compared to the reports of the Royal Commissions, the utilitarian agenda particularly that of Edwin Chadwick and the influence of political parties. Candidates should offer an overview of the period which demonstrates that they understand the political, social, economic and religious influences on reform in the nineteenth century.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which humanitarian concerns influenced social reform.</b> Candidates will offer a sophisticated overview of the period and present a balanced assessment of the significance of humanitarian concerns.</p>		

Question 2	Parliamentary Reform, 1780-1886	40 Marks
<p><b>'Parliamentary reform in the period 1780-86 was mainly caused by changes in society'. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of Parliamentary reform in the nineteenth century.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> They will agree that Parliamentary reform was mainly caused by changes in society such as the growing power of the middle classes and the growing awareness of the working classes.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will discuss the campaign for Parliamentary reform and the argument over the representation of industrial towns. The impact of the industrial revolution and population changes should be assessed. Alternative causes of parliamentary reform will include the motivation of the Whigs in 1830-1832 and Disraeli in 1867, the fear of revolution and the mid nineteenth revival of radicalism.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> Parliamentary reform was mainly caused by changes in society. The content in Level 3 answers will be required but there will be a sophisticated overview of the period and a balanced assessment of the motivation behind Parliamentary reform.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY  
SECTION B**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 Mark = unworthy</i></p> <p><i>3 Marks = something on the topic.</i></p>	<p style="text-align: center;"><b>(1-7 marks)</b></p> <p>The answer will not often be focussed on the set question and show limited understanding. There will be a very limited attempt at an historical overview. There will be a very limited attempt to make historical connections.</p> <p><i>1 mark = No valid response offered at all; one liner, waffle</i></p> <p><i>4 marks = something on the topic but largely irrelevant to question</i></p> <p><i>7 marks = weak and irrelevant but topic based response.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will be limited on range or coverage. There will be some lapses in spelling and grammar and coherence will not be sustained.</p> <p><i>4 Marks = just has general knowledge of the outline period.</i></p> <p><i>5 Marks = links with 10 marks for AO1b.</i></p> <p><i>6 Marks = has general knowledge of the key issues including the wider factors.</i></p>	<p style="text-align: center;"><b>(8-14 marks)</b></p> <p>The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change over time.</p> <p><i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i></p> <p><i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i></p> <p><i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i></p>

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<p><b>3</b></p>	<p><b>(7-10 marks)</b></p> <p>The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.</p> <p><i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i></p> <p><i>8 Marks = links with 18 marks for AO1b.</i></p> <p><i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and reasonable QWC.</i></p>	<p><b>(15-21 marks)</b></p> <p>The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation. There will be a clear attempt at an historical overview. There will be a clear attempt to make historical connections and show an appreciation of change over time.</p> <p><i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays. Coverage of some or most of the outline period is required.</i></p> <p><i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift. Coverage of most of the outline period is required.</i></p> <p><i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay. Coverage of the outline period is required</i></p>
<p><b>4</b></p>	<p><b>(11-12 marks)</b></p> <p>The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period.</i></p> <p><i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period and good QWC.</i></p>	<p><b>(22-28 marks)</b></p> <p>The answer will be fully focussed on the set question. The judgements reached will be fully substantiated. There will be a sustained attempt at an historical overview. There will be a successful attempt to make historical connections and appreciate the complexities of change over time.</p> <p><i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set. Some clear references to appropriate PESCR factors.</i></p> <p><i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question, integrating fully the PESCR factors and covering the full period set.</i></p>



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 4**

**UNIT HY4**

**SUMMER 2012**

**ASPECTS OF THE HISTORY OF WALES AND  
ENGLAND, c.1880-1980**

**1234/04**

## SECTION A

Question 1	Depression and austerity 1929-1951	40 Marks
<p><b>'Government action did very little to improve the lives of the people of Wales and England during the 1930s.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p>		
<p><b>Answers will be an unfocussed or descriptive account of the depression of the 1930s.</b> There will be some unfocused narrative on the period mostly dealing with underdeveloped generalisations.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p>		
<p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be some attempt to discuss some government actions but there will be little or any development through evaluation of the effect of government initiatives in improving the lives of the people of Wales and England.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p>		
<p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> There will be an attempt to discuss the relative merits or failures of government actions, or indeed government inaction in certain areas of policy, or in view of certain situations which faced people in the period.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p>		
<p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether government action during the depression years did or did not do, very little to improve the lives of the people of Wales and England.</b> Candidates will provide a balanced account of the whole period and will develop a substantiated debate considering government responses to the depression, specific measures, policies, incentives, regional actions and remedial actions taken as well as the possible neglect of certain areas and sections of society and regions during the period.</p>		



Question 2	Changes in Wales, c.1945-1980	40 Marks
<p><b>To what extent was the growth of nationalism the most important development in Wales, c.1945-1980?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> some developments in the growth of nationalism in Wales. There will be mostly unfocused narrative about the period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> They will suggest that the growth of nationalism was the most important change in Wales, and they may well suggest that there were other important changes as well.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will discuss the growth of nationalism, and also refer to the significance of some other changes in Wales such as work and employment, welsh culture, political change and social changes.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> the importance of the growth of nationalism in Wales when set against other significant developments in this period. A balanced judgement should be reached on the extent to which Wales was affected by the growth of nationalism, when compared to the significance of other factors such as the political, social, economic and cultural issues of 1945-1980.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY ESSAYS  
SECTION A**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>5 Marks = links with 10 marks for AO1b.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>

## SECTION B

Question 1	Social reform, c.1880-1980	40 Marks
<p><b>To what extent were social reforms mainly influenced by political motivation 1880-1980?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> issues relating to social reform between 1880 -1980. There will be little development.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates at this level may suggest that social reform was driven by political motivation, and may well mention some other contributory factors.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will discuss the political motivation behind the social reforms set against other issues which may, or may not, have been more influential in bringing about social reform.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> political motivation was the main driver of social reform 1880-1980. Candidates will provide a sustained evaluation considering the whole or substantial part of the period and will evaluate not only political motivation but economic, social, military and cultural reasons for reform.</p>		

Question 2	Britain and Europe, c.1880-1980	40 Marks
<p><b>To what extent was the protection of trade links with the Empire the main influence on British foreign policy 1880-1980?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of Britain's foreign policy in very general terms.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> They may suggest that the protection of trade links with the Empire was the main influence on British foreign policy, and that there were other issues as well.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates may well discuss in detail how the protection of trade links with the Empire influenced Britain's foreign policy but they will also cover more of the political, military, social, economic and cultural factors which also affected foreign policy in most of the period 1880-1980.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> protecting trade links with the Empire was the main influence on Britain's foreign policy 1880-1980. A balanced judgement on this factor should be made when compared to other issues such as the changing relationship with Europe, the fear of German expansion, Splendid Isolation, lack of faith in the League of Nations or individual agreements. They should consider Britain's changing status after 1880, causes of conflict in 1914 and 1939, Britain's world role throughout the period, and the development of economic areas – EFTA and EEC.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY  
SECTION B**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 Mark = unworthy</i></p> <p><i>3 Marks = something on the topic.</i></p>	<p style="text-align: center;"><b>(1-7 marks)</b></p> <p>The answer will not often be focussed on the set question and show limited understanding. There will be a very limited attempt at an historical overview. There will be a very limited attempt to make historical connections.</p> <p><i>1 mark = No valid response offered at all; one liner, waffle</i></p> <p><i>4 marks = something on the topic but largely irrelevant to question</i></p> <p><i>7 marks = weak and irrelevant but topic based response.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will be limited on range or coverage. There will be some lapses in spelling and grammar and coherence will not be sustained.</p> <p><i>4 Marks = just has general knowledge of the outline period.</i></p> <p><i>5 Marks = links with 10 marks for AO1b.</i></p> <p><i>6 Marks = has general knowledge of the key issues including the wider factors.</i></p>	<p style="text-align: center;"><b>(8-14 marks)</b></p> <p>The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change over time.</p> <p><i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i></p> <p><i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i></p> <p><i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i></p>

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<p><b>3</b></p>	<p><b>(7-10 marks)</b></p> <p>The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.</p> <p><i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i></p> <p><i>8 Marks = links with 18 marks for AO1b.</i></p> <p><i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and reasonable QWC.</i></p>	<p><b>(15-21 marks)</b></p> <p>The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation. There will be a clear attempt at an historical overview. There will be a clear attempt to make historical connections and show an appreciation of change over time.</p> <p><i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays. Coverage of some or most of the outline period is required.</i></p> <p><i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift. Coverage of most of the outline period is required.</i></p> <p><i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay. Coverage of the outline period is required</i></p>
<p><b>4</b></p>	<p><b>(11-12 marks)</b></p> <p>The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period.</i></p> <p><i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period and good QWC.</i></p>	<p><b>(22-28 marks)</b></p> <p>The answer will be fully focussed on the set question. The judgements reached will be fully substantiated. There will be a sustained attempt at an historical overview. There will be a successful attempt to make historical connections and appreciate the complexities of change over time.</p> <p><i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set. Some clear references to appropriate PESCR factors.</i></p> <p><i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question, integrating fully the PESCR factors and covering the full period set.</i></p>



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 5**

**UNIT HY4**

**SUMMER 2012**

**ASPECTS OF THE HISTORY OF EUROPE,  
c.1515-1621**

**1234/05**

## SECTION A

Question 1	The reign of Philip II, 1556-1598	40 Marks
<p><b>'The most significant policy of Philip II's reign was his support for the Catholic Reformation. ' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Philip's reign and/or the Catholic Reformation.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates may well discuss support for the Catholic Reformation as Philip's most significant policy as religion was a priority in Spain for this most Catholic of monarchs. Little attempt will be made to offer specific historical detail regarding the extent of his support.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Considerations will be given to the nature of the support offered by Philip to promote and develop Catholicism in Spain. Discussion will be attempted regarding the significance of other factors which were other key policy areas for Phillip II, such as the rule of the New World, annexation of Portugal, government of the Netherlands, Anglo Spanish relations and centralism and administration of Spain.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether supporting the Catholic Reformation was Philip's most significant policy. Discussion of the Catholic Reformation in Spain should be evaluative and supported by specific relevant historical knowledge. The fervour of this religious policy seen in such factors as the Index and Inquisition should be examined. This should be balanced by a consideration of Philip's other significant policies in the Netherlands and the Iberian peninsula and towards England, the Ottomans and the New World.</p>		



Question 2	France, 1562-1610	40 Marks
<p><b>To what extent was the Edict of Nantes of 1598, the most important development in the religious conflict in France, 1562-1610?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the Edict of Nantes and/or the religious conflict in France.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates may well discuss the Edict of Nantes as a main development in religious conflict throughout this period and offer some generalised statements on the significance or not of this attempt at religious toleration.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Consideration will be given to the importance of the Edict of Nantes in the long and protracted religious conflict known as the French Wars of Religion. Discussion will be attempted on the significance of religious faction in France, the weakness of the monarchy under the control of Catherine de Medici and the ascension of a Bourbon king who had converted to Catholicism.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether the Edict of Nantes was the most important development in the religious conflict in France in the period 1562-1610. This should be evaluative and supported by specific and relevant historical knowledge and should be balanced by a consideration of the importance of other developments such as religious and political faction, a weak monarchy and the ascension of Henry the Navarre in the course of religious conflict 1562-1610.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY ESSAYS  
SECTION A**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>5 Marks = links with 10 marks for AO1b.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>

## SECTION B

Question 1	Political and religious change in Europe, 1515-1621	40 Marks
<p><b>To what extent was religion the main cause of change in Europe in the period 1515-1621?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of religious change in the period 1515-1621.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Consideration will be given to religion as a major cause of change in Europe, 1515-1621 and some reference to other causes such as political or economic change.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will consider the religious changes which shaped 16<sup>th</sup> century Europe. Consideration will also be given to such political factors as Renaissance monarchy, Imperial power and the threat of the Ottoman Empire. An attempt will be made to balance this against the changes caused by both the Protestant and Catholic Reformations.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which religion was the main cause of change in Europe, between 1515-1621.</b> Consideration having been given to the influence of both the Protestant and Catholic Reformations this then needs to be set against the impact of political changes, economic and social development and cultural changes. Developments such as the discovery, conquest and exploitation of the New World, the formation of an alliance which defeated the Ottomans at Lepanto, the dominance of the Hapsburgs and Spain in the period as compared to the dramatic establishment and development of Protestantism in Europe should be considered as significant aspects of change in Europe over the period as a whole.</p>		

Question 2	Spain and Europe, 1516-1621	40 Marks
<p><b>'Religious considerations were the most important aspect of Spain's relationship with Europe in the period 1515-1621.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of Spain's relationship with Europe in this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Consideration will be given to religion as a major influence on Spain's relationship with Europe during the reigns of Charles V, Philip II and Philip III.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will consider the impact of religion as a consideration in Spain's dealings with Europe in this period and will consider both Spain's opposition to the Protestant Reformation and her support for the Catholic Reformation and the consequences of these policies. They will consider other issues which could be classed as factors which influenced Spain's relationship with Europe such as the Imperial role of Charles V, his conflict with the Valois brought about by Hapsburg ambitions in Northern Italy and the championship of Europe against the Ottoman threat, Philip II's consolidation of the Iberian peninsula, problems with relationship with England and revolt in the Netherlands.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> religious considerations were the most important aspect of Spain's relationship with Europe in the period 1516-1621. Candidates will build on the Level 3 indicative content here plus discuss. Philip III's loss and eventual peace with the Netherlands and all three monarchs' success in the economic dominance in European trade with the New World.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY  
SECTION B**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 Mark = unworthy</i></p> <p><i>3 Marks = something on the topic.</i></p>	<p style="text-align: center;"><b>(1-7 marks)</b></p> <p>The answer will not often be focussed on the set question and show limited understanding. There will be a very limited attempt at an historical overview. There will be a very limited attempt to make historical connections.</p> <p><i>1 mark = No valid response offered at all; one liner, waffle</i></p> <p><i>4 marks = something on the topic but largely irrelevant to question</i></p> <p><i>7 marks = weak and irrelevant but topic based response.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will be limited on range or coverage. There will be some lapses in spelling and grammar and coherence will not be sustained.</p> <p><i>4 Marks = just has general knowledge of the outline period.</i></p> <p><i>5 Marks = links with 10 marks for AO1b.</i></p> <p><i>6 Marks = has general knowledge of the key issues including the wider factors.</i></p>	<p style="text-align: center;"><b>(8-14 marks)</b></p> <p>The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change over time.</p> <p><i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i></p> <p><i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i></p> <p><i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i></p>

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<p><b>3</b></p>	<p><b>(7-10 marks)</b></p> <p>The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.</p> <p><i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i></p> <p><i>8 Marks = links with 18 marks for AO1b.</i></p> <p><i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and reasonable QWC.</i></p>	<p><b>(15-21 marks)</b></p> <p>The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation. There will be a clear attempt at an historical overview. There will be a clear attempt to make historical connections and show an appreciation of change over time.</p> <p><i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays. Coverage of some or most of the outline period is required.</i></p> <p><i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift. Coverage of most of the outline period is required.</i></p> <p><i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay. Coverage of the outline period is required</i></p>
<p><b>4</b></p>	<p><b>(11-12 marks)</b></p> <p>The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period.</i></p> <p><i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period and good QWC.</i></p>	<p><b>(22-28 marks)</b></p> <p>The answer will be fully focussed on the set question. The judgements reached will be fully substantiated. There will be a sustained attempt at an historical overview. There will be a successful attempt to make historical connections and appreciate the complexities of change over time.</p> <p><i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set. Some clear references to appropriate PESCR factors.</i></p> <p><i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question, integrating fully the PESCR factors and covering the full period set.</i></p>



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 6**

**UNIT HY4**

**SUMMER 2012**

**ASPECTS OF THE HISTORY OF EUROPE, c.1696-1815**

**1234/06**

## SECTION A

Question 1	Catherine the Great, 1762-1796	40 Marks
<b>To what extent was Catherine the Great an enlightened ruler?</b>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> Russia during the reign of Catherine the Great.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on whether and to what extent Catherine the Great of Russia was an enlightened ruler. There will be a limited range of content provided which touches upon the nature of Catherine's rule as opposed to what happened during her reign.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will focus on the extent to which Catherine the Great can be considered to be an enlightened ruler. Accounts of the reign will clearly weigh up her policies within the context of enlightenment. There will be some exploration of what constituted an enlightened approach to rule. Candidates can be expected to discuss such policy areas as serfdom and administrative/legal reforms.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> the extent to which Catherine the Great's rule can be considered enlightened. A fully integrated response will be seen which considers areas where her rule could be considered enlightened such as her attitude towards serfdom and the reform of administration and government could be tempered by policies which were less than enlightened. A range of policies will be analysed carefully and weighed as regards the concept of enlightenment. Among these will be her policy towards the nobility and domestic reforms.</p>		



Question 2	Commercial and colonial rivalry, 1750-1815	40 Marks
<p><b>‘Territorial ambitions were mainly responsible for commercial and colonial rivalry in Europe between 1750 and 1815.’ Discuss</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the various rivalries which existed between some of the Great Powers in Europe during this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on whether territorial ambitions were mainly responsible for commercial and colonial rivalry 1750-1815. Descriptions of the rivalry, for example that between Britain and France, will tend to dominate the accounts.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> They will focus on whether territorial ambitions were mainly responsible for commercial and colonial rivalry 1750-1815. They will explore the nature of the relationship between some of the powers, and may challenge the view. For example, the rivalry between Russia and Prussia had other elements such as political factors and while commerce was an issue, it may have been secondary.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether territorial ambitions were mainly responsible for commercial and colonial rivalry 1750-1815. While the rivalry which existed between Prussia and Russia in the Baltic during this period was mainly about territorial ambitions, in other areas, factors such as strategic concerns played a role – Britain and France in North America for example. The French Revolution and the wars after 1792 created different issues. The partition of Poland was clearly territorial in nature. Following the French Revolution, other factors started to emerge and for a brief period rivalries were set aside in a common goal of checking the advance of revolutionary ideals. There will be a clear attempt to explore all facets of commercial and colonial rivalry.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY ESSAYS  
SECTION A**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>5 Marks = links with 10 marks for AO1b.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>

## SECTION B

Question 1	France, 1715-1815	40 Marks
<p><b>To what extent was political leadership the main factor affecting the development of France during the period 1715-1815?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or very brief; explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of France between 1715-1815.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; historical information will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on whether political leadership was the main factor affecting in France during this period. The responses will mainly list the various periods from Louis XV down to Napoleon and will contain much descriptive content.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> They will focus on the extent to which political leadership was the main factor affecting France during the period 1715-1815. Reference to political developments such as the overthrow of the <i>ancien regime</i> and/or the emergence of Napoleon and his dynamic leadership will be provided in an attempt to address the question. Candidates will confront the issue and pose alternative views about factors which affected France, such as the emergence of democratic republicanism or the government by Terror.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate,</b> the extent to which political leadership was the main factor affecting France during the period 1715-1815. Candidates will focus clearly on the key phrase '<i>the main factor</i>'. They will seek to challenge this view by presenting in a coherent and integrated response a range of alternative factors – such as the nature of the monarchy or the emergence of Napoleon and his Empire as other options. The nature of leadership will be examined – they may chose to consider Robespierre or Louis XVI as examples of leadership. They will indeed challenge the notion that at certain points the leadership provided by among others Robespierre and Napoleon was the key factor in the development of France.</p>		

Question 2	Great Power rivalry, 1696-1815	40 Marks
<p><b>To what extent was the changing balance of power mainly responsible for Great Power rivalry in Europe between 1696-1815?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of the rivalry between the European Great Powers during this period. Accounts will tend to be general and superficial with significant omissions.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on whether the changing balance of power in Europe between 1696 and 1815 was mainly responsible for Great Power rivalry. Most of the content will describe various conflicts and alliances across the period, in largely chronological fashion. There may be little focus on the notion of the balance of power.</p> <p><b>There will be some attempt to cover the set period</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> They will focus on whether the changing balance of power in Europe during the period 1696 to 1815 was responsible for Great Power rivalry. A clear emphasis will be placed on the key phrase ‘to what extent’ and this will be reflected in the responses. Answers will support the view that while changes in the balance of power did contribute to Great Power Rivalry in Europe there were also other forces at work. The rise of Britain was due very much to her industrial and imperial riches, the hegemony of Austria in central Europe was challenged by Prussia and while military factors were present other were also at work. Clearly when considering France the issue after 1792 was the desire to restrict the contagion of revolutionary idealism.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the changing balance of power in Europe was responsible for Great Power rivalry between 1696 and 1815.</b> They will question the notion and suggest that Great power rivalry was driven by many factors and these clearly impacted on the changes in the balance of power. In a way the changes in the balance of power reflected the fluid situations rather than caused them. The challenging of French aspiration in Spain culminated in a major reversal for Louis XIV which led to a period of stagnation and decline. The weakness of the Hapsburgs was also capitalised on by her rivals, most notably the Prussians. They will consider the key phrase ‘mainly brought about by war’, and will argue accordingly. While this was clearly a factor there were other issues such as commercial and industrial wealth and the changing fortunes of rulers. With the outbreak of the French Revolution and the subsequent revolutionary and Napoleonic wars, thwarting hegemonist tendencies was a goal common to all the coalitions constructed against France.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY  
SECTION B**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 Mark = unworthy</i></p> <p><i>3 Marks = something on the topic.</i></p>	<p style="text-align: center;"><b>(1-7 marks)</b></p> <p>The answer will not often be focussed on the set question and show limited understanding. There will be a very limited attempt at an historical overview. There will be a very limited attempt to make historical connections.</p> <p><i>1 mark = No valid response offered at all; one liner, waffle</i></p> <p><i>4 marks = something on the topic but largely irrelevant to question</i></p> <p><i>7 marks = weak and irrelevant but topic based response.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will be limited on range or coverage. There will be some lapses in spelling and grammar and coherence will not be sustained.</p> <p><i>4 Marks = just has general knowledge of the outline period.</i></p> <p><i>5 Marks = links with 10 marks for AO1b.</i></p> <p><i>6 Marks = has general knowledge of the key issues including the wider factors.</i></p>	<p style="text-align: center;"><b>(8-14 marks)</b></p> <p>The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change over time.</p> <p><i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i></p> <p><i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i></p> <p><i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i></p>

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<p><b>3</b></p>	<p><b>(7-10 marks)</b></p> <p>The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.</p> <p><i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i></p> <p><i>8 Marks = links with 18 marks for AO1b.</i></p> <p><i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and reasonable QWC.</i></p>	<p><b>(15-21 marks)</b></p> <p>The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation. There will be a clear attempt at an historical overview. There will be a clear attempt to make historical connections and show an appreciation of change over time.</p> <p><i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays. Coverage of some or most of the outline period is required.</i></p> <p><i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift. Coverage of most of the outline period is required.</i></p> <p><i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay. Coverage of the outline period is required</i></p>
<p><b>4</b></p>	<p><b>(11-12 marks)</b></p> <p>The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period.</i></p> <p><i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period and good QWC.</i></p>	<p><b>(22-28 marks)</b></p> <p>The answer will be fully focussed on the set question. The judgements reached will be fully substantiated. There will be a sustained attempt at an historical overview. There will be a successful attempt to make historical connections and appreciate the complexities of change over time.</p> <p><i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set. Some clear references to appropriate PESCR factors.</i></p> <p><i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question, integrating fully the PESCR factors and covering the full period set.</i></p>



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 7**

**UNIT HY4**

**SUMMER 2012**

**ASPECTS OF THE HISTORY OF EUROPE,  
c.1815-1917**

**1234/07**

## SECTION A

Question 1	France, 1848-1870	40 Marks
<p><b>‘The main features of the Second French Empire were success at home but humiliation abroad’. Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Napoleon III’s regime in France.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will attempt to consider some of the features of Second Empire and reach the conclusion that there was success at home but humiliation abroad.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will evaluate the extent to which there was success at home but humiliation abroad. Candidates should consider Napoleon’s domestic and foreign policies and discuss in a balanced way the reasons why it could be argued that there was success at home and humiliation abroad or whether or not there was stagnation at home and some qualified success abroad. Candidates might comment that there was some success in foreign policy in terms of Italy and the Crimean War but there was humiliation in the Mexican adventure and the Franco-Prussian war. They might argue that there was a genuine attempt to liberalise the regime and there was economic growth and development. Against this, candidates might argue that the liberalization and welfare policies were only skin deep and that ultimately there were little positive achievements at home or abroad.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether or not the Second Empire was characterised by success at home but humiliation abroad. Candidates might argue that the Second Empire saw a period of success at home and prestige abroad. More subtle analysis will explore the merits of some of the so-called progress and improved prestige. Candidates might focus upon the genuine attempt to liberalise the regime in economic growth and foreign policy. Candidates will examine the Emperor’s plan to bring about social change by means of economic progress. They might argue that the forces which brought down Napoleon III were externally motivated so that in domestic policy there was success at home. In fact, Napoleon III brought real and lasting benefits to France. There might be a rigorous attempt to defend Napoleon’s attempts to revive the Bonapartist tradition or more routine character assassinations of the failure/inconsistency of his foreign policy episodes and the lack of real depth or commitment to reform and progress at home.</p>		



Question 2	Russia, 1881-1917	40 Marks
<p><b>To what extent were the problems facing Nicholas II after 1905 mainly due to his failure to embrace reform?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the events leading up to the outbreak of revolution between 1905-1917 and the fall of the Tsarist government.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will consider the impact of the failure of the Tsar to embrace reform in this period and reach some limited judgement.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> about the failure of the Tsar to embrace reform. Candidates should focus upon the character of the Tsar and the belief in his duty and destiny to rule absolutely. This can then be measured against the apparent attempt to reform the regime following the 1905 revolution. Candidates might well conclude that the attempts at reform were only piecemeal and lacked any real commitment. The Tsar went back on his promises almost immediately and this showed that he would not embrace reform permanently. This should be then measured against a range of other arguments such as the impact of the war upon the regime and the attitude of the army. The war created social and economic reform itself and the growth of the revolutionary groups. Candidates should consider a range of long and short term problems and the immediacy of the war which polarised in the period 1905-1917.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether the failure of the Tsar to embrace reform was the most important factor in the overthrow of the regime. Candidates might speculate that in 1914 Russia was in a more stable position than it had ever been since 1881 and that the Tsar had shown a willingness to move towards western liberal ideas, and that the war proved to be the catalyst which removed the regime and created further problems. All this failure should be considered in the context of the long-term problems which featured before 1905 such as the land question and the peasantry, industrialization and the working classes, revolutionary groups and the Lenin; Arguably, the war was the catalyst which helped to speed up the fate of an outdated and unpopular system of government. Candidates might speculate that reforms may have only delayed the outbreak of revolution. It revealed the vulnerability of the Tsarist regime which had refused to reform itself from within. Others might argue that Nicholas's determination to uphold autocracy in the period 1905-1917 revealed that he was a flawed character who was resistant to change and so he was responsible for the problems that he faced in the period.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY ESSAYS  
SECTION A**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>5 Marks = links with 10 marks for AO1b.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>

## SECTION B

Question 1	International Relations, 1815-1914	40 Marks
<p><b>To what extent were economic issues the main influence on international relations in the period 1815-1914?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> aspects of international relations 1815-1914.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set</b> by suggesting that economic issues were the main influence upon international relations in the period. Some of the key areas of commercial and economic rivalry should be identified across the entire period and there will be an attempt to evaluate the motivational issues related to commercial and economic rivalries.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates evaluate the influence of economic issues in creating rivalries whilst balancing the impact of a range of other factors such as European alliances which affected the period as well as the peace treaties which punctuated the period. The preservation of the balance of power affected the interests of most of the European powers. Candidates will also examine the way in which the revolutions of the period and the Eastern Question influenced international relations.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate,</b> whether or not economic issues were the main influence upon international relations in the period. Candidates should evaluate the role of imperial and colonial policies and the role of individual powers in creating economic issues and rivalries. Candidates might focus upon the scramble for Africa, the Balkans, the eastern Mediterranean, the Near East and South America. Candidates may also consider the economic motivation behind nationalist movements. Candidates should examine the complexities of the international arena and show that national self-interest was also a determinant in the development of European relations. Candidates should examine the positive and negative factors which affected international relations such as revolutions or international co-operation in its various forms. Some candidates might argue that the experience of war was the main influence in the period because it shaped agreements and alliances.</p>		

Question 2	Germany, 1815-1914	40 Marks
<p><b>To what extent was the impact of war mainly responsible for the development of Germany in the period 1815-1914?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive accounts of the development of Germany in this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will attempt to form a judgement about whether or not the impact of war was mainly responsible for the developments in the period. Candidates will examine the wars in the period and assess their impact upon the development of Germany.</p> <p><b>There will be some attempt to cover the set period</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will evaluate the significance of the wars in the period. They will come to a judgement about whether or not war was the driving force for change and development in Germany in the period. Candidates should examine the impact of the Napoleonic wars, the Austro-Prussian war, the Franco-Prussian war and the outbreak of the First World War. This will be then evaluated against a range of other factors such as political leadership, economic factors and the role of nationalism that helped to develop Germany. They might argue that the experience of the Napoleonic era of defeat, occupation and liberation politicised the nationalist trend. Bismarck engineered a nation state and the Kaiser reinforced and extended the work of Bismarck.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate,</b> whether the impact of war was mainly responsible for the development of Germany in the period. Arguably, Germany was shaped by the individual statesmen and leaders. The impact of a movement for an united Germany may have been the driving force for the development of Germany, but without the vision and ambition of the leaders it would never have happened. This will then be placed in the context of the economic and cultural development of Germany throughout the century. Candidates might focus upon the impact of the nationalist movement on Germany across the period.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY  
SECTION B**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 Mark = unworthy</i></p> <p><i>3 Marks = something on the topic.</i></p>	<p style="text-align: center;"><b>(1-7 marks)</b></p> <p>The answer will not often be focussed on the set question and show limited understanding. There will be a very limited attempt at an historical overview. There will be a very limited attempt to make historical connections.</p> <p><i>1 mark = No valid response offered at all; one liner, waffle</i></p> <p><i>4 marks = something on the topic but largely irrelevant to question</i></p> <p><i>7 marks = weak and irrelevant but topic based response.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will be limited on range or coverage. There will be some lapses in spelling and grammar and coherence will not be sustained.</p> <p><i>4 Marks = just has general knowledge of the outline period.</i></p> <p><i>5 Marks = links with 10 marks for AO1b.</i></p> <p><i>6 Marks = has general knowledge of the key issues including the wider factors.</i></p>	<p style="text-align: center;"><b>(8-14 marks)</b></p> <p>The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change over time.</p> <p><i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i></p> <p><i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i></p> <p><i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i></p>

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<p><b>3</b></p>	<p><b>(7-10 marks)</b></p> <p>The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.</p> <p><i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i></p> <p><i>8 Marks = links with 18 marks for AO1b.</i></p> <p><i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and reasonable QWC.</i></p>	<p><b>(15-21 marks)</b></p> <p>The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation. There will be a clear attempt at an historical overview. There will be a clear attempt to make historical connections and show an appreciation of change over time.</p> <p><i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays. Coverage of some or most of the outline period is required.</i></p> <p><i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift. Coverage of most of the outline period is required.</i></p> <p><i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay. Coverage of the outline period is required</i></p>
<p><b>4</b></p>	<p><b>(11-12 marks)</b></p> <p>The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period.</i></p> <p><i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period and good QWC.</i></p>	<p><b>(22-28 marks)</b></p> <p>The answer will be fully focussed on the set question. The judgements reached will be fully substantiated. There will be a sustained attempt at an historical overview. There will be a successful attempt to make historical connections and appreciate the complexities of change over time.</p> <p><i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set. Some clear references to appropriate PESCR factors.</i></p> <p><i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question, integrating fully the PESCR factors and covering the full period set.</i></p>



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 8**

**UNIT HY4**

**SUMMER 2012**

**ASPECTS OF THE HISTORY OF EUROPE,  
c.1878-1989**

**1234/08**

## SECTION A

Question 1	International Relations, 1918-1945	40 Marks
<p><b>‘The search for collective security was an unrealistic aim in the period 1918-1939.’ Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of international relations 1918-1939.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will refer to the fact that collective security and the balance of power was pursued in Europe in the aftermath of the First World War. Reference will be made to the League of Nations and agreements such as the Locarno Pact.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> as to whether or not collective security was unrealistic or achievable. Candidates might argue that the powers sought to maintain peace through collective security in the shape of the League of Nations and the international agreements which marked the period such as Locarno and Stresa revealed the potential for success. However, this might be countered by the fact that not all powers were driven by the desire for peace and that for some powers such as Italy and Germany the compromises they had to make were too great. The Locarno period seemed to be a brief period of hope. The stabilizing policies pursued by some of the powers were too fragile and inadequate to contain the expansionist policies of the 1930s. Some discussion about whether or not collective security was unrealistic should emerge. This will be measured against the desire of each country to secure what was in its best interests. For some this meant peace, whilst for other powers, they wished to pursue a more expansionist programme which would inevitably threaten collective security.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether or not collective security was an unrealistic aim. Candidates might argue that the powers did produce a viable model of stability which was popular. The pace of international co-operation quickened and the League of Nations, despite a hesitant start, grew in authority and influence. However, this should be balanced against the view that the politicians of the period were not great peacemakers but mainly pursuing the same aim as their predecessors. Furthermore the refusal of USA to play a political role and the isolation of Russia made Britain virtually the arbiter between France and Germany. The Locarno spirit proved to be an elusive concept which was interpreted differently in France, Britain and Germany. Candidates will be likely to comment upon the effectiveness of the League of Nations as a peace keeping organization. Candidates within all of this will need to address the central question of whether collective security was unrealistic. It is likely that some focus upon German and Italian foreign policy will feature as aggression became the sole determinant of international relations. Furthermore some discussion of the failure of collective security, appeasement and flawed international agreements should emerge, but the essence of the answers should focus upon whether or not the search for collective security was realistic.</p>		



Question 2	International relations, 1945-1989	40 Marks
<p><b>'Problems in Europe in the period 1945-89 were mainly caused by fear of Soviet ambition'. Discuss</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> international relations in this period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will consider the view that Soviet ambition was mainly responsible for post-war divisions and problems in the period. Others will provide a narrative of the Cold War.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will evaluate the impact of Soviet ambitions and consider a range of other factors which led to problems in Europe. Candidates should consider the threatening and provocative actions of the Soviet Union. However, this might be balanced against the fact that the Soviet Union also made gestures to ease tensions in the period. For example, they had reduced the size of the Red Army by 1948 there were no plans to invade surrounding areas such as Greece and Turkey and most disagreements originated from attempts to establish the boundaries between Soviet spheres of influence. Candidates should explore the effects of Potsdam and Yalta in creating problems by polarising divisions. The position and division of Germany should figure as well as the significance of the Truman Doctrine and the Marshall plan in contributing to a growing divergence between East and West. Western European economic co-operation should also feature as a reason for problems in Europe.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether or not Soviet ambition was the main cause of the problems facing Europe in the period 1945-1989. The evidence of 1946-47 was the desire for unlimited expansion outside USSR. Candidates should evaluate the role of Russian expansion and challenge this with the notion that the Soviet Union was engaged in gaining security from invasion, they were trying to establish a 'cordon sanitaire' and recognition as a Great Power and security for the Communist system. This led to territorial annexations and control over buffer satellite states; as well as recovering territories which had been part of Tsarist Russia. This should also be set against the ideological differences which pre-dated the war. The policy of containment may well feature in response to the Soviet threat. The position of Germany could also be debated as a catalyst for the problems of Europe. Furthermore the creation of NATO led to further mutual distrust and misunderstandings and further demarcation in Europe. Arguably the Warsaw pact was a reaction to German rearmament. The EEC and Western economic prosperity was another cause of European division and a catalyst for the emerging problems which marked the period.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY ESSAYS  
SECTION A**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<b>(1-3 marks)</b> The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak. <i>1 Mark = unworthy</i>  <i>3 Marks = something on the topic.</i>	<b>(1-7 marks)</b> The answer will not often be focussed on the set question and will show limited understanding.  <i>1 mark = No valid response offered at all; one liner, waffle</i>  <i>4 marks = something on the topic but largely irrelevant to question</i>  <i>7 marks = weak and irrelevant but topic based response.</i>
<b>2</b>	<b>(4-6 marks)</b> The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be sustained.  <i>4 Marks = just has general knowledge of the outline period.</i>  <i>5 Marks = links with 10 marks for AO1b.</i>  <i>6 Marks = has general knowledge of the key issues including the wider factors.</i>	<b>(8-14 marks)</b> The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support.  <i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i>  <i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i>  <i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i>
<b>3</b>	<b>(7-10 marks)</b> The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.  <i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i>  <i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and good QWC.</i>	<b>(15-21 marks)</b> The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation.  <i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays.</i>  <i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift.</i>  <i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay.</i>
<b>4</b>	<b>(11-12 marks)</b> The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.  <i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout.</i>  <i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout and good QWC.</i>	<b>(22-28 marks)</b> The answer will be fully focussed on the set question. The judgements reached will be fully substantiated.  <i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering most of the full period set.</i>  <i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set.</i>

## SECTION B

Question 1	Germany, 1878-1989	40 Marks
<p><b>To what extent were economic issues mainly responsible for the development of Germany in the period 1878-1989?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Germany in this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will explore the impact of economic issues in the period. They will examine aspects of economic issues in the period from the industrialization of the Second Reich through to the depression of Weimar and the Nazi economic policy through to German re-armament in the 1950s. The differences which emerged between the largely industrial FDR and the agriculturally based GDR will be considered as will the integration of the FDR into the Western and global economies. Candidates will argue that this was a constant theme which greatly affected the development of Germany. There will also be reference to other influences such as war on political leadership.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will explore the extent to which economic issues affected the development of Germany and weigh this against a number of other political, social and cultural developments. The role of leadership and the growth of military power might feature as well as the impact of war and nationalism and patriotism. Candidates should show the complexities of change across the period by examining the links between economic issues and leadership or the drive for war.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate,</b> economic issues were mainly responsible for changes in Germany in the period. Candidates will evaluate the role of economic issues in the development of Germany from the Kaiser's Germany through to the collapse of the Berlin Wall and reunification. Candidates will explore the economic issues which influenced change and they might argue that economic issues were driven by military concerns or political motives in the period. Candidates will comment upon the attitude of the Second Reich which favoured the protection and development of their own economic interests which turned Germany into a modern and dynamic state. But this economic prosperity was wrecked by the enormous cost of the First World War which was driven by other factors. But these actually deflected the demands of the lower classes in Germany. The impact of the depression upon the political development of Germany and the eventual rise of National Socialism should feature. The expansionism of the Third Reich had an economic drive and the success of the FDR as opposed to the GDR also shaped the development of Germany. Candidates should explore the interconnections between a range of issues including the impact of war; political leadership and motivation, social and cultural developments and the impact of nationalism upon the development of Germany and reach an evaluation on the extent to which the development of Germany was driven by economic issues.</p>		

Question 2	Russia, 1881-1989	40 Marks
<p><b>To what extent were economic issues mainly responsible for the development of Russia in the period 1881-1989?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of Russia in this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will evaluate the impact of economic issues upon the development of Russia across the period. They will examine the impact of economic policies of successive Russian governments. They will evaluate the impact of industrialization under the Tsars, the NEP, collectivisation and the 5 year plans and the leaders of the communist revolution and focus upon the impact of economic factors. There will also be reference to other factors such as war or terror.</p> <p><b>There will be some attempt to cover the set period.</b></p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will examine the impact of economic issues but will also consider a range of other factors affecting Russia. They will evaluate the impact of the political changes inaugurated through by successive rulers, the use of terror and the reactionary policies of the rulers through to 1989. The impact of the cultural revolution may also figure as well as wars. The impact upon different groups within society should be explored.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate,</b> economic issues were responsible for the development of Russia in the period. Arguably the economic development of Russia was likely to have the greatest impact because it affected the whole country and the standard of living of the people. Furthermore, economic policy is often determined by political developments so that without the political changes economic change could not be affected. Under the Tsars the industrial base of the country had been too small which was why it could not cope with the First World War. Lenin introduced the NEP as a necessary compromise to restore production and economic stability which had been damaged by War communism and the Civil War. Stalin ruthlessly exploited Russia's enormous economic capacity in order to achieve parity with the capitalist economies. In a sense this was ideologically driven but also driven by personality. Under Krushchev there were attempts to de-centralise the system to a degree because the economy was in need of modernization, yet this was all done under the umbrella of socialism. So were politics the real determinant of Russia in the period? Under Brezhnev a medium developed economy emerged yet the Soviet economy was not self-sufficient. So were economic failures responsible for the direction which Russia took in the period or was the sole determinant politics? Candidates should also explore the impact of political change across the period as a link to economic policy. Furthermore the repression and brutality of the period together with censorship and propaganda and the restriction of individual freedom had just as great an impact upon people and were consistent tools of the political system evolving in Russia. Candidates should consider the interconnections between the various factors which affected change.</p>		

**ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY  
SECTION B**

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<b>1</b>	<p style="text-align: center;"><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 Mark = unworthy</i></p> <p><i>3 Marks = something on the topic.</i></p>	<p style="text-align: center;"><b>(1-7 marks)</b></p> <p>The answer will not often be focussed on the set question and show limited understanding. There will be a very limited attempt at an historical overview. There will be a very limited attempt to make historical connections.</p> <p><i>1 mark = No valid response offered at all; one liner, waffle</i></p> <p><i>4 marks = something on the topic but largely irrelevant to question</i></p> <p><i>7 marks = weak and irrelevant but topic based response.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will be limited on range or coverage. There will be some lapses in spelling and grammar and coherence will not be sustained.</p> <p><i>4 Marks = just has general knowledge of the outline period.</i></p> <p><i>5 Marks = links with 10 marks for AO1b.</i></p> <p><i>6 Marks = has general knowledge of the key issues including the wider factors.</i></p>	<p style="text-align: center;"><b>(8-14 marks)</b></p> <p>The answer will be generally focussed on the topic area. The answer will attempt a judgement with some support. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change over time.</p> <p><i>8 Marks = just has some basic explanation of something in the question; narrative accounts - no judgement offered on the question set.</i></p> <p><i>10 Marks = valid but weak / sketchy focus on the key factor in the question; largely topic based response: - throw away judgement offered on the question set.</i></p> <p><i>14 Marks = generalised, listing approach but some weak focus and judgement on the key factor in the question set.</i></p>

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
<p><b>3</b></p>	<p><b>(7-10 marks)</b></p> <p>The answer will deploy mostly accurate and specific historical knowledge. It will be largely coherent. Answers will be expressed clearly although spelling may be variable and grammatical rules inconsistently applied.</p> <p><i>7 = Relevant facts selected and used to support the response in an a generally accurate manner</i></p> <p><i>8 Marks = links with 18 marks for AO1b.</i></p> <p><i>10 = Relevant facts selected and used to support the response in an a generally accurate manner and reasonable QWC.</i></p>	<p><b>(15-21 marks)</b></p> <p>The answer will focus on the set question mostly. The answer will reach a judgement which has a reasonable degree of substantiation. There will be a clear attempt at an historical overview. There will be a clear attempt to make historical connections and show an appreciation of change over time.</p> <p><i>15 = Mechanistic references to the key issue in the question set when coming to a judgement; offers factors for and against, often as two half essays. Coverage of some or most of the outline period is required.</i></p> <p><i>18 = Able to offer a meaningful discussion of the key issue in the question and come to a judgement – there may well be some drift. Coverage of most of the outline period is required.</i></p> <p><i>21 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is largely substantiated by the bulk of the essay. Coverage of the outline period is required</i></p>
<p><b>4</b></p>	<p><b>(11-12 marks)</b></p> <p>The answer will display a high level of historical accuracy and coherence. Selection of supporting information will be effective and relevant. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>11 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period.</i></p> <p><i>12 = Specific and relevant facts selected and used to support the response in an accurate manner throughout the outline period and good QWC.</i></p>	<p><b>(22-28 marks)</b></p> <p>The answer will be fully focussed on the set question. The judgements reached will be fully substantiated. There will be a sustained attempt at an historical overview. There will be a successful attempt to make historical connections and appreciate the complexities of change over time.</p> <p><i>25 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question and covering the full period set. Some clear references to appropriate PESCR factors.</i></p> <p><i>28 = Able to offer a meaningful discussion of the key issue in the question and come to a balanced judgement that is sustained and integrated; clearly focussed on the key issue on the question, integrating fully the PESCR factors and covering the full period set.</i></p>



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)