



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 1

UNIT HY 2

JANUARY 2012

**WALES AND THE TUDOR STATE, c.1529-1588
1232/01**

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source E Use the source and your own knowledge to explain the meaning of the phrase "Marcher Lords".		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the Marcher Lords as rulers of the borderlands between England and Wales.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the Marcher Lords and the territories they ruled and the power they wielded both administratively and judicially.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use these sources and your own knowledge to explain the significance of Tudor laws on Wales.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only, For example, Source A says that Tudor laws were unfair to Wales. Source B says that Tudor law brought peace and order to Wales.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the significance of Tudor laws with regard to Welsh affairs, especially in relation to its law-making powers, power to abolish Welsh laws and customs and to reform Wales and the Welsh.</p> <p>There will be reference to the authorship of one or both sources. Chapuys as a contemporary has a negative view. Davies, a royal official, is much more positive.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources C and D. How reliable are Sources C and D in explaining the power of the Welsh gentry?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the condition of the Welsh gentry.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the condition of the Welsh gentry. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the power of the Welsh gentry. They will include controlling law, administration and the local economy.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Expect comments on the reliability of an academic historian writing in a small booklet and a pamphlet written by a sycophantic tenant.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources A and E. How far does Source A support or contradict the interpretation of Henry VIII's policy towards Wales given in Source E?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding Henry VIII's policy towards Wales given in Source E.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation regarding Henry VIII's policy towards Wales.</p> <p>Answers will also begin to consider why the source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the source and link this to the interpretation that Henry VIII's policy towards Wales was sympathetic and paternalistic. It seems that the historian writing with a degree of hindsight is more positive about Henry VIII's policy towards Wales than the biased contemporary in Source A. Chapuys has a vested interest in presenting the picture of a disaffected Wales. He may well believe his interpretation of events in Wales to be the truth.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding Henry VIII's policy towards Wales.</p> <p>The authorship of the sources will be discussed in context. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.</p> <p>A judgement will be reached as to how far the interpretation in Source E is supported by the evidence of Source A.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources to an understanding of Wales and the Tudor State between 1529 and 1588?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding to an understanding of the relationship between Wales and the Tudor State between 1529 and 1588. Answers here may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a clear indication of the problems that existed in Wales during the sixteenth century. They also refer clearly to the problems that confronted the authorities in terms of government, law and order.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources are really useful in considering certain aspects of the government and judiciary of Wales. Answers will also discuss the rather limited sources available to historians of this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i> <i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source A. Use the source and your own knowledge to explain the meaning of the phrase "the Marches of Wales".		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the Marches of Wales as the border area between England and Wales.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the Marches of Wales as an area comprising the Marcher Lordships of Wales and the English counties that bordered Wales.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and C. Use these sources and your own knowledge to explain the importance of the position of the Lord President of Wales.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For example, Source A says that the Lord President of Wales was ineffective. Source C says that the Lord President has been beneficial for Wales.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of the office of Lord President of Wales in providing leadership, governing the country and enforcing law and order.</p> <p>There will be reference to the authorship of one or both sources. Croft gives a contemporary view of a specific Lord President. Perrot is a lot more complimentary about Sidney.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	(1 mark) The answer will display general historical knowledge about the topic named	(1-3 marks) The answer will use mostly information from the sources to explain the set issue <i>1 mark = copying or comprehension of one source</i> <i>2 marks = copying or comprehension of both sources</i> <i>3 marks = uses content of sources only to explain the importance of the issue set</i>
2	(2 marks) The answer will display specific historical knowledge about the topic named	(4-6 marks) The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources. <i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i> <i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i> <i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources D and E. How reliable are Sources D and E in explaining the effects of the Acts on Union on Wales?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the effects of the Acts of Union on Wales.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the effects of the Acts of Union on Wales. The effects of the Union legislation on Wales were both positive and negative. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the effects of the Acts of Union. There is some debate about the benefits of Union on the lives of the Welsh.</p> <p>The authorship will be discussed in the context of the set enquiry. Expect comments on the differing times that each author was writing in. Jones is a modern historian with the benefit of hindsight and organised research. Powel is a trail-blazer, an historian very close to the events and with a very different attitude to Jones.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources A and B. How far does Source A support or contradict the interpretation of John Veysey's rule in Wales given in Source B?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding John Veysey's effectiveness as ruler of Wales given in Source B.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation of Veysey's rule in Wales.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the interpretation that Veysey may not have been that effective as ruler of Wales. It seems that the historian writing with a degree of hindsight is more sympathetic to Veysey than the bishop's critical contemporary.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the sources in deciding whether they support or contradict the view regarding the effectiveness of Veysey's rule over Wales.</p> <p>The authorship of the sources will be discussed in context. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion, especially among the gentry, and later hindsight will figure in candidates' explanation. A judgement will be reached as to how far the interpretation in Source B is supported by the evidence of Source A.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding of the relationship between Wales and the Tudor State between 1529 and 1588?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of political change in Wales between 1529 and 1588. Answers here may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a clear indication of the problems that existed in Wales during the period 1529-88. They do not refer clearly to the work of the Council of Wales and its presidents. However, several issues are neglected, such as the work of Lee and the changing political role of the gentry especially in parliament.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources are really useful in considering certain aspects of local government in Wales between 1529 and 1588. These do not include the control and impact of the Council of Wales in particular. However, the sources are limited in that they do not give any detail about impact the Union had on Wales and the Welsh. Answers will also discuss the rather limited sources available to historians of this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i></p>



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 2

UNIT HY 2

JANUARY 2012

**REBELLION & REPUBLIC, c.1629 1660
1232/02**

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source B. Use the source and your own knowledge to explain the meaning of the term 'the Long Parliament'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the Long Parliament as the institution which quarrelled with the King.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the Long Parliament and period of its sitting in which radical MPs challenged the King; this eventually led to war.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
Study Sources C and E. Use these sources and your own knowledge to explain the importance of the role of Parliament.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only. For example, Source C shows an MP using Parliament to criticise the King. Source E says how important parliament was.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the significance of Parliament. Parliament was regarded as indispensable to good government and, as an institution dedicated to protecting and representing the people.		
There will be reference to the authorship of one or both sources. Expect reference to both authors as having a strong association with Parliament.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and D. How reliable are Sources A and D in explaining the problems facing Charles I?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the problems facing Charles I.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the problems facing Charles I involving the unpopularity of Ship Money and in Ireland where a serious rebellion had flared up. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the problems facing Charles I.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Expect discussion of the evidence provided by a senior judge in the 1630s and the researched work of academic historians.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources B and C. How far does Source C support or contradict the interpretation of John Pym given in Source B?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding Pym given in Source B.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation of John Pym.</p> <p>Answers will also begin to consider why the source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that some thought that Pym's real target was the King rather than his councillors. It seems that the historian writing with a degree of hindsight is more positive about Pym's motives in seeking to bring down the King's advisers.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding Pym given in Source B.</p> <p>The authorship of the sources will be discussed in context. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.</p> <p>A judgement will be reached as to how far the interpretation in Source B is supported by the evidence of Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources to an understanding of the causes and events of the Civil War?</p>		
<p><i>Level 1 answers will use information unfocused on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the events leading up to the Rebellion. Answers here may be a basic trawl of the content, although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example the sources give a clear indication of the causes of the conflict including ship money, disputes with parliament and trouble in Ireland. The collection is completely deficient when the event of the war are considered.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set. The key focus here involves the crises facing Charles 1 during this period leading to rebellion and the other with the potential to do so.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. Answers will also discuss the rather limited sources available to historians of this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source B. Use the source and your own knowledge to explain the meaning of the term 'cavaliers'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the cavaliers as soldiers who fought for the King.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the cavaliers as the nickname given to soldiers who served the King and used to describe the elite cavalry regiments of the Royalist army.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
Study Sources A and C. Use these sources and your own knowledge to explain the significance of the role of government in this period.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only. For example Source A Says that the government was vital. Source C says that the government was weak.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the importance of the good government governing on behalf of the people and not just the King and a privileged few. The King's government was a despised dictatorship but there was an alternative in a popular government that both served and represented the will of the people.		
There will be reference to the authorship of one or both sources. They may refer to the view of the King and of an academic historian.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources B and D. How reliable are Sources B and D in explaining the conduct of royalist soldiers in the war?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the conduct of royalist soldiers in the war.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the Irish Rebellion. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the differing conduct of royalist soldiers in the war. The near contemporary opinion and biased nature of Source D should be emphasised by candidates and compared to the more sober reaction of the historian.</p> <p>The authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and E. How far does Source E support or contradict the interpretation of Charles I given in Source C?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding Charles I given in Source C.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation of Charles I.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that the King was an untrustworthy and deceitful man. The contemporary view was more sympathetic to Charles, defending him even though the author was about to die at his hands. It seems that the historian writing with a degree of hindsight is less positive and more brutal in his assessment of Charles I.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the sources in deciding whether they support or contradict the view regarding Charles I given in Source C.</p> <p>The authorship of the sources will be discussed in context. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation. A judgement will be reached as to how far the interpretation in Source C is supported by the evidence of Source E.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources to an understanding of the events of the Civil Wars?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the Civil Wars. Answers here may be a basic trawl of the content, although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example, the sources are narrowly focused on the life of the king and the nature of his government. There are some references to the conduct of soldiers in the war. The issue of the causes of the war is totally neglected.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, the sources are really useful in considering certain aspects of the Civil Wars. Answers will also discuss the rather limited sources available to historians of this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i> <i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i>



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 3

UNIT HY 2

JANUARY 2012

REFORM AND PROTEST, c.1830-1848
1232/03

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source B. Use Source B and your own knowledge to explain the meaning of the phrase "Ten Hours Bill".		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer to the bill attempting to restrict working hours for women and young children.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer to the legislation of 1847, its strong support from Shaftesbury and the restriction of hours in textile factories only.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources C and D. Use these sources and your own knowledge to explain the importance of the New Poor Law.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For instance both sources mention the workhouse system. Source C is highly critical and Source D more measured.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the impact of the 1834 Poor Law Amendment Act restricting relief in response to concerns about the cost of the old system. Candidates may refer to the less eligibility rule, the workhouse test and the opposition to the new laws.</p> <p>There will be reference to the authorship of one or both sources, the view provided by a Tory peer and by an academic historian.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and E. How reliable are these sources in explaining the danger posed by the Chartist riot in Newport in 1839?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the danger posed by the Chartist riot. Source A refers to measures taken by the Home Secretary whilst Source E shows an artist's impression of the attack on the Westgate Hotel in the Newport Rising 1839.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the danger posed by the Chartist riots. For example the sources are reliable in revealing some of the events of 1839. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Source A is clearly outraged and unsympathetic to the Chartists whilst Source E is an impression with all the usual drawbacks.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the danger posed by the Chartist riots.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers should comment on the authorship, content, audience and purpose of the sources. Source A is from a most unsympathetic Home Secretary who has dealt with the danger by dispatching soldiers, whilst Source E may be using imagination to make a point. This source does demonstrate the amount of people involved which would have constituted a major public disturbance and a danger in the eyes of the authorities.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of the conditions in the workhouses given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p>		
<p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation of the condition of the workhouses. Source C is highly critical of the new Poor Law whereas Source D plays down traditional picture of the workhouse.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p>		
<p>Answers will consider the degree to which the named source supports or contradicts the given interpretation. For example, Source C is very critical whereas Source D is more even handed.</p>		
<p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of Source C and link this to the interpretation of the conditions in the workhouses. Stanhope is clearly deeply affected by the impact of the new law on the labouring classes. Source D is a corrective from a historian who has done some research and offers a longer term perspective.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p>		
<p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the view of the conditions in the workhouses. The obvious difference in opinion will be outlined.</p>		
<p>The authorship of the sources will be discussed in context. Answers will consider the standpoint of each author and the circumstances in which each view was expressed. A judgement should be reached on how far the interpretation is supported by the evidence of Source C. They might consider that Source D is a refined interpretation based upon substantial research. They should discuss the measured interpretation of the historian in Source D and show how this view is not supported by Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding of reform and protest in Wales and England, 1830-48?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of Chartism, Factory Reform and the workhouses. Answers will be a basic trawl of the content although there may be some undeveloped discussion of the strengths and limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources do provide some context on the workhouses. However the sources ignore the wider issues of the other protest movements, other social reforms and parliamentary reform.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources are useful in providing context on the workhouses, Chartism and Factory Reform. They do not cover the wider aspects of other protest movements, other social reforms and parliamentary reform nor the extensive context on social reform. Other sources of protest are not covered. The limited range of sources will be discussed.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
<p>Study Source A. Use Source A and your own knowledge to explain the meaning of the term "factory inspectors".</p>		
<p><i>Level 1 answers will include some historical information taken from the source.</i></p> <p>Answers will refer generally to the monitoring role of inspectors under the Factory Act.</p>		
<p><i>Level 2 answers will deploy accurate historical information to explain the meaning.</i></p> <p>Answers will refer specifically to specific provisions of the 1837 Act which appointed the first four inspectors and which avoided the flaws in earlier legislation.</p>		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p>(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p>(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources C and D. Use these sources and your own knowledge to explain the importance of the Public Health Act 1848.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will refer to the content of the sources only. Source C gives an upbeat assessment of the act's impact whereas Source D is sceptical of its impact.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the first appointment of local boards of health and medical officers of health in response to the Commission on Towns and Chadwick's 1842 Report and the growing influence of public health movement. The Public Health Act of 1848 was permissive not compulsory – this was its main weakness.</p> <p>There will be reference to the authorship of one or both sources, an official report and the opinions of an academic historian.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources B and E. How reliable are these sources in explaining the impact of the Merthyr Rising?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the Merthyr Rising. Source B refers to the alarm caused by Merthyr whereas Source E is a commemorative plaque referring to Dic Penderyn.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the Merthyr Rising. The content of Source B reveals alarm and Source E shows class consciousness. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will refer to the reliability of a Marxist academic historian in Source B and the emotive message of a memorial plaque.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the Merthyr rising.</p> <p>The authorship will be discussed in the context of the set enquiry. Answers should comment on the authorship, content, audience and purpose of the sources. Source B wants to portray the power of the Merthyr Rising and its impact on government, whereas Source E is clearly biased towards Dic Penderyn and wants to create a lasting impression of his role in the Merthyr Rising.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of the condition of towns given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation of the condition of towns. Source C is clearly impressed with the new Act and its operation whereas Source D points out some flaws.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation. For example, Source C sees conditions improving, Source D states the limitations of the Public Health Act and that conditions in industrial towns was still awful.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. The answers will refer generally to the authorship of the sources and link this to the interpretation. Source C is from the key board of health with a keen, vested interest in the success of the Act whereas Source D is based on a longer time span of deep research.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the named source in deciding whether it supports or contradicts the interpretation of the condition of towns. The points of agreement and disagreement will be outlined.</p> <p>The authorship of the sources will be discussed in context. Answers will consider the standpoint of each author and the circumstances in which each view was expressed. Expect a reference to the smug self-satisfaction of the Board of Health. The substantial research of an historian who can offer a more balanced interpretation over the longer term should be commented upon. A judgement will be reached on how far the interpretation is supported by the evidence of Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding of protest and reform in Wales and England, 1830-48?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of some aspects of social reform and popular protest. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths and limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources provide some context on social reform and popular protest. There is however little on popular protest. The wider issue of social reform is not addressed particularly the poor law reform, educational reform and the fuller context of factory and mines reform.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources give some insight into social reform and popular protest. The wider context of the poor law reform in terms of causation and consequence is not effectively addressed. The whole range of rural popular protest is ignored as in Chartism. The wider aspects of social reform, including Poor Law reform needs to be addressed. There will be evaluation of the range of sources and their type.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i> <i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i>



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 4

UNIT HY 2

JANUARY 2012

**CHANGE AND CONFLICT IN WALES
1232/01**

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source B. Use the source and your own knowledge to explain the meaning of the term 'revival'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to people being religious or a lot of people going to church.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the religious revival in Wales which began in 1904 and is associated with the Ministry of Evan Roberts.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
Study Sources A and E. Use these sources and your own knowledge to explain the significance of sport in Wales.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only. For instance, Source A says that sport is more significant than religion. Source E says the game of rugby is very popular.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the importance of sport in Wales. Answers should focus on the fact that religion was suffering due to the rise in the popularity of sport in Wales and in Source E the jubilation at the Welsh win indicates that sport is very significant to the lives of the people of Wales, at least South Wales. Candidates should refer to the attributions as providing a slant on the given viewpoints.		
There will be reference to the authorship of one or both sources		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are Sources A and B in explaining the popularity of religion in Wales?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the popularity of religion in Wales. For instance, Source A is reliable because it says that the people of Wales were turning towards sport rather than religion, while Source B claims that the religious fire is burning bright.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the popularity of religion in Wales. For instance, the sources differ in their outlook as one is saying religion is becoming less popular while the other claims it is still as popular.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. For instance, Source A is the view of a local newspaper and would contain the bias of the writer. Source B is a revivalist minister who is discussing one event.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the popularity of religion in Wales.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that each source has elements of reliability. Expert references to the specific viewpoints offered and religious nature of the publications.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source D support or contradict the interpretation of the role of the military in the Tonypandy riots seen in Source C?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p>		
<p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the role of the military in the Tonypandy riots. For instance, Source C says they caused more violence while Source D says they calmed the situation.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p>		
<p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. Answers will outline that Source D tends to disagree with the interpretation given in Source C as regards the role of the military in the Tonypandy riots.</p>		
<p>Answers will also begin to consider why the named source supports or contradicts the given interpretation by considering the authorship of each. Answers will refer generally to the authorship of the sources and link this to the view that the Tonypandy riots changed as a result of military intervention. It seems that Source D does not support the interpretation in Source C. Expect some reference to hindsight.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p>		
<p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the role of the military in the Tonypandy riots. The disagreement in opinion will be outlined. Source D shows the military to be a calming influence that has brought order out of chaos but Source C claims that the military presence caused an escalation in violence and disorder.</p>		
<p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. They may consider that the Daily Mail may have been reporting from a political perspective and the historian, although left-wing, may have some hindsight.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
How useful are these sources in understanding Wales, 1900-1914?		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of Wales, 1900-1914.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are very useful in showing issues pertaining to the Tonypandy riots, sport and religion in Wales. There may be a general comment regarding the range of sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, there is much strength in the sources in covering the cultural life in Wales and the Tonypandy riots. However, the limitations are obvious – further insight is needed into the rise of Labour, the Cambrian Combine Colliery dispute, the Penrhyn Lock-out, Llanelli Riots and other areas and causes of conflict in the period. Social issues, demographic issues, economic issues and living and working conditions also need illustrating to build a fuller picture of Wales, 1900-1918. There will be a discussion regarding the varying range of sources provided.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source C. Use Source C and your own knowledge to explain the meaning of the phrase 'Education Act of 1902.'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to a law passed in 1902.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the Education Act of 1902 which gave money to Church administration of education.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
Study Sources A and B. Use these sources and your own knowledge to explain the significance of the Tonypandy riots.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only. For instance, Source A says the riots are happening despite the owners efforts to provide a better life for the workers. Source E claims too much importance is given to the riots if one looks at other events in the period.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the significance of the Tonypandy riots. Detail from the sources will be deployed to discuss the idea that there was a rift between owners and workers and D A Thomas certainly saw the rioters as a minority attacking his generous treatment of Welsh workers. Source E claims the riots to be unimportant in the scale of things. Candidates should refer to the attributions as providing a slant on the given viewpoints.		
There will be reference to the authorship of one or both sources		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are Sources A and B in explaining the conduct of coal-owners in Wales?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining .the conduct of coal-owners in Wales. For instance, Source A is reliable because it says that the Welsh coal-owner was a generous man and Source B indicates that the opposite is true.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding .explaining the conduct of coal-owners in Wales. For instance, Source A is reliable because it says that the Welsh coal-owner was a generous man and Source B indicates that the opposite is true.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining .the conduct of coal-owners in Wales. For instance, the sources seem to contradict each other as regards the relative behaviour of the coal-owner in question. Source A claims a generous nature but Source B claims an oppressive and over-baring attitude which is unhelpful.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoints. For instance, Source A is from the coal-owner himself and would be attempting to paint a specific picture while Source B is from a soldier who would have had dealings with D A Thomas.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source D support or contradict the interpretation of Lloyd George seen in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation about militancy. For instance, Source C shows Lloyd George as a popular politician and Source D says differently.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. Answers will outline that Source C tends to disagree with the interpretation in Source D. Source C claims him to be a popular masterly politician but Source D claims he was a manipulative, unpopular politician.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation by considering the authorship of each. Answers will refer generally to the authorship of the sources and link this to the view that Lloyd George was, or was not a popular politician. It seems that Source D does not support the interpretation in Source C and there will be comments regarding the fact that they reflect the views of an academic historian and someone who was related to Lloyd-George.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding Lloyd George. The disagreement in opinion will be outlined. Source D shows an unpopular, scheming, manipulative politician, but the view in Source C is completely different.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. They may consider that Source C was influenced by her personal experiences, which may not necessarily reflect everyone's view. Answers will discuss the academic historian as voicing a view of a specialist in political history, having the benefit of hindsight.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
How useful are these sources in understanding Wales, 1900-1914?		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to an understanding of the effects of economic and social change on the people of Wales, 1900-1914?</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example, by considering that the sources are very useful in showing the characters of D A Thomas and Lloyd George. There may be a general comment regarding the range of sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, there is much strength in the sources in giving some coverage of the issues in Wales 1900-1914. However, the limitations are obvious – further insight is needed into the reasons for the move from the land, demographic change and its effect, people's lifestyles and living conditions, as well as some political outcomes and other contributors towards conflict. There will be a discussion regarding the limited range of sources provided.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i> <i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i>



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 5

UNIT HY 2

JANUARY 2012

BRITAIN, 1929-1939

1232/05

QUESTION 1

Question 1 (a)	Definition	4 Marks
<p>Study Source C. Use these source and your own knowledge to explain the meaning of the phrase 'Special Areas.'</p>		
<p><i>Level 1 answers will include some historical information taken from the source.</i></p> <p>Answers will refer generally to areas that were given special consideration during the depression due to high levels of suffering or deprivation.</p>		
<p><i>Level 2 answers will deploy accurate historical information to explain the meaning.</i></p> <p>Answers will refer specifically to the special areas of Britain which would receive aid (£2m) through the Special Areas Act of 1934/37 to improve their infrastructure.</p>		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p>(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p>(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use the sources and your own knowledge to explain the significance of the 1931 election.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For instance Source A says that the future looked bleak for MacDonald and the Labour Party and Source B says that the Liberal Party was a divided party in 1931.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the significance of the 1931 election. The sources are showing the factious nature of two of the main political parties and would suggest that the Conservatives are set to profit from this situation. Unity seemed a rare commodity in the election of 1931 and would indicate political division going into the election itself.</p> <p>There will be reference to the authorship of one or more sources. There is the view of an historian and that of a contemporary newspaper.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and E. How reliable are Sources A and E in explaining the role of Ramsay MacDonald in the early 1930s?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the role of Ramsay MacDonald in the early 1930s. For example, Source A is reliable because it shows that MacDonald was aware of Labour's difficult situation. Source E is reliable because it shows MacDonald as a problem solver and a master chemist.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the role of Ramsay MacDonald in the early 1930s. Answers will consider the sources give similar views, in that both recognise that Labour was unable to continue in office in 1931, but source E does infer that MacDonald had a remedy to answer the question of what could solve the nation's problems.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will discuss general issues such as the bias seen in Punch and the research indicative of the historian's work.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the role of Ramsay MacDonald in the early 1930s.</p> <p>The authorship will be discussed in the context of the set enquiry. Answers will consider that both sources have some degree of reliability in explaining the role of MacDonald. One publication is giving a political stance, being a satirical magazine, though they may judge it as being in support of MacDonald. There will be an attempt to consider the objective view of an historian in an A level text book.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of unemployment in the 1930s given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding unemployment in the 1930s. For instance Source C says that unemployment in the 1930s had an effect on every aspect of society, and Source D says that the situation was not as bad as we are led to believe.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation. For instance, Source C states that unemployment was a heavy burden to bear and affected the mass of the people, while Source D disagrees and claims that the situation was not as bad as some made out.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that there were different opinions due to the different nature of the sources. Expect comment on the differing views of an historian and a psychologist writing at the time.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding unemployment in the 1930s. The obvious difference in opinion will be outlined.</p> <p>The authorship of each source will be discussed in context. Answers will consider the viewpoint of each author. Expect discussion of the viewpoint of a psychologist. Would he have developed an overview of the situation throughout Britain or is this based on his study of those actually unemployed? There should also be a discussion of the historian's expertise in this area of study. Answers will consider that the both views have some merit - one based on the study of those unemployed the other with the benefit of an overview of hindsight. A judgement will be reached on how far the interpretation is supported by the evidence of Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Britain between 1929 and 1939?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of Britain between 1929 and 1939. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a very useful summary of some issues regarding economic and social change. However, there are many issues which are not covered. There may be a general comment regarding the range of sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example economic and social changes as well as the election of 1931 are covered in some degree. However, as a picture of Britain from 1929-1939, the collection is limited. Social upheaval and change and its specific effects on people are partly mentioned but other issues would be needed to create a fuller picture of period - causes of the depression, political reactions to it, cultural and sporting developments. There will be a discussion of the varying range of the sources that are useful to an understanding of Britain in this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i> <i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source B. Use the source and your own knowledge to explain the meaning of the term 'Means Test.'		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to unemployment payments made to those out of work.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the Means Test and the nature of unemployment benefit payments - measuring a family's sources of income before doing so.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use these sources and your own knowledge to explain the significance of the hunger marches.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For instance, Source A says that the hunger marches were disruptive and negative, Source C says that marching is an act of desperation that gives some hope in the midst of boredom.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the significance of the hunger marches. Source A and B allude to the fact that the hunger marches were having an effect in that the newspapers think them worthy of comment and that they are putting the plight of the unemployed in the public eye be that in a positive or negative way.</p> <p>There will be reference to the authorship of one or more source. The views are from two newspaper with widely different standpoints.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources B and E. How reliable are Sources B and E in explaining the effects of the depression?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the effects of the depression. For example, Source B says that people needed to protest through hunger marches, Source E says that workers were worried by a variety of factors during the depression years.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the effects of the depression. Answers may consider the factors described in each source in relation to the various effects of the depression on individual workers and their reactions to their suffering.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will comment in general on the reliability of the work of political publications and newspapers. Expect some reference to biased viewpoints in a general manner.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the effects of the depression.</p> <p>The authorship will be discussed in the context of the set enquiry. Answers will consider the authorship and date of each source. There will be comments on political viewpoints as both will be critical of Government policies and their effects on the unemployed during the depression years. Source B is sympathetic to the marches as they will want to put pressure on the Government while Source E concentrates only on the negative effects on an individual worker, in line with their anti government stance.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of popular culture during the depression given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding popular culture during the depression. For instance Source C claims that recreation was not a viable option in such hard times, Source D is claiming that it became a viable option for many during this period.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the sources support or contradict the given interpretation. Answers will show that Source C does not back up the interpretation given in Source D.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that cinema-going boomed in the 1930s. Expect general comments on an individual from the period and work of historians.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the source in deciding whether they support or contradict the view about popular culture. The obvious difference in opinion will be outlined.</p> <p>The authorship of the sources will be discussed in context. Answers will consider the viewpoint of Mary Stephens set against the considered view of a historian. Source C is a personal recollection from an area hard hit during the depression and thus opportunities for this particular family may have been scarce. The historian has the benefit of hindsight and a specialist interest in the inter-war period. He is likely to be making general points.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Britain between 1929-1939?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of change in Britain between 1929 and 1939. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a useful overview of some of the changes in the period but are limited in not looking at the wider issues. There may be a general comment regarding the range of sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the hunger marches and effects of unemployment is covered to some extent, as are some of the developments in popular culture. However, the poverty suffered by many is not mentioned explicitly, neither is the social and economic problems that prevented many from taking advantage of the new opportunities. There will be a discussion of the varying range of the sources to an understanding of Britain in this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i> <i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i>



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 6

UNIT HY 2

JANUARY 2012

**GERMAN REFORMATION 1500-1555
1232/06**

QUESTION 1

Question 1 (a)	Definition	4 Marks
Use Source C and your own knowledge to explain the meaning of the term "ninety five theses"		
<p><i>Level 1 answers will include some historical information taken from the source.</i></p> <p>Answers will refer generally to ninety five reasons for reform of the Catholic church.</p>		
<p><i>Level 2 answers will deploy accurate historical information to explain the meaning.</i></p> <p>Answers will refer specifically to the published theses of Martin Luther, allegedly pinned to the church door of the Castle at Wittenberg in October 1517 and containing a direct attack on the church.</p>		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	(1-2 marks) The answer will display general historical knowledge about the named word or phrase. <i>2 marks = has got a gist of the meaning</i>
2	(3-4 marks) The answer will display specific historical knowledge about the named word or phrase. <i>4 marks = meaningful and valid understanding of the term or phrase</i>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use these sources and your own knowledge to explain the significance of Papal authority in Germany.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. Source A says that Papal authority was very powerful. Source B shows that Papal authority is strong.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the significance of the power of the Papacy in controlling Germany. Source A highlights the significance of Rome being observed as a foreign power and suggests nationalism was at work in Germany. Source B by Martin Luther highlights the power of the Church in its demand for Luther to recant his doctrine. It implies that Luther acknowledges the power of Rome to make such a demand.</p> <p>There will be reference to the authorship of one or both of the sources.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	(1 mark) The answer will display general historical knowledge about the topic named	(1-3 marks) The answer will use mostly information from the sources to explain the set issue <i>1 mark = copying or comprehension of one source</i> <i>2 marks = copying or comprehension of both sources</i> <i>3 marks = uses content of sources only to explain the importance of the issue set</i>
2	(2 marks) The answer will display specific historical knowledge about the topic named	(4-6 marks) The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources. <i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i> <i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i> <i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i>

Question 1 (c)	Reliability	16 Marks
<p>How reliable are Sources B and C in explaining the response of the Catholic Church to Luther's criticisms?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the Catholic Church's response to Martin Luther's criticisms.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the early response of the Catholic Church to Luther's criticisms.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining Papal reaction to Luther's criticisms. It will be noted that one is an account by Martin Luther himself recalling the guarded threats of the papal envoy warning of the consequences if Luther refused to recant his writings Luther is cleverly revealing the reaction of the Papacy although stepping back from openly criticising the Church. Candidates should emphasise that this is Luther's slant on this important meeting. In Source C, however, the academic historian Alan Johnston is stating that the response of the Church was slow and issues such as the Indulgence Controversy was not settled quickly. Luther's message was successful because of the slow and ineffectual way in which the Papacy responded to Luther.</p> <p>The authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources D and E. How far does Source D support or contradict the interpretation of the support for Luther from the German princes given in Source E?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the support for Luther from German princes.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the source supports or contradicts the given interpretations.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation that support for Luther amongst the German princes was not widespread</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the support for Luther among German princes. Source E is the work of a academic historian in a recent publication which states that support was not widespread in Germany and here cites two very influential princes both of whom were electors of the Holy Roman Empire. Source D is a letter written by princes of Bavaria which clearly states their opposition to Luther and other Protestant reformers. A Judgement will be reached regarding the extent of support for the interpretation provided by Source D. To a large extent Source D supports MacCulloch's interpretation in Source E.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the German Reformation between 1500-1555?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the German Reformation between 1500-1555.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that they give some of the causes of the Reformation and refer to opposition to Lutheranism in Germany.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example there are both contemporary sources by major players in this issue as well as reflection from academic historians specialising in this topic. The existence of political and religious causation is explored with reference to nationalism and indulgences but the development of Lutheranism is not explored and only hinted at in a discussion of the lack of widespread princely support for Luther and other protestant reformers in the 1520s. Also the sources have less focus on social and economic responses to the Reformation and there is nothing on the publication of Luther's ideas and their rapid dissemination throughout Germany.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i> <i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Use Source D and your own knowledge to explain the meaning of the term "The Peasants War"		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to a war started by the German peasants.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the revolts which occurred in several areas of Germany as a response to economic and social grievances and a misguided interpretation of Luther's message. Reference might be made a causation, fragmented revolt in Germany, princely response and Luther's rejection of their cause.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and E. Use these sources and your own knowledge to explain the importance of the condition of the Catholic Church on the eve of the Reformation.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For example Source A says that there was little dissatisfaction with the Church. Source E says that the church was trying to reform itself.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of the condition of the Catholic Church on the eve of the Reformation. Source A, by the academic historian, Keith Randell suggests, albeit that in 1500 there was little discontent with the religious provision of the established Church. Another historian in Source E praises the quiet reform going on in the Church. There will be a reference to the authorship of one or both sources.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>How reliable are Sources B and E in explaining the attitude of the Catholic Church to reform?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the attitude of the Catholic Church to reform. Source B is stating that heresy exists because of the bad example of Catholics and Source E is saying that there was early quiet Catholic reform.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the attitude to reform in the Catholic Church. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the attitude to reform in the Catholic Church. Source B will be seen as the opinion of a leading reformer where he is highly critical of some Catholic priests who refuse to embrace reform. Source E, by a modern historian suggests that there was Catholic reform before the more radical reform offered by Martin Luther. Source E is reliable with detailed research and is the interpretation of an academic historian, albeit in a general A level textbook.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of Luther's reaction to the Peasants War given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding Martin Luther's reaction to the Peasants War.</p>		
<p><i>Level 2 answers will use the content of the named source together with some discussion of the authorship to consider whether named source supports or contradicts the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation of Luther's reaction to the Peasants war. Martin Luther, after a moderate initial reaction to the Peasants War, then became furious in his attack and urged severity in dealing with the rebels. This is shown in Source D.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. There is some degree of difference in that one source suggests a more moderate early response.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the named sources in deciding whether it supports or contradicts the view regarding the reaction of Martin Luther to the Peasants' War. Source D, written by an academic historian supports the idea that Martin Luther encouraged severe reaction to the peasant rebels but also states that Luther's initial reaction was even handed. It will be noted that Source C was written by Martin Luther in a pamphlet to insight the political leaders of Germany to oppose the peasants with severity. A judgement will be reached as to the extent of support for the interpretation provided by Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the German Reformation 1550 - 1555?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the German Reformation.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that there are both contemporary and modern historical viewpoints on the early to late German Reformation.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example a limited picture emerges, even though there is evidence from some major players such as Loyola and Luther and an attempt to cover the whole period from early to late reformation in Germany. However, the wider political and economic factors of the Reformation are not explored and the nature of Luther's religious challenge and reaction to that challenge are not covered.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i> <i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i>



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 7

UNIT HY 2

JANUARY 2012

**THE FRENCH REVOLUTION
1232/07**

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source D. Use the source and your own knowledge to explain the meaning of the term "National Guard".		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the fact that the National Guard was an organisation created to guard the nation from internal threats.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the National Guard being essentially a bourgeois para-military organisation whose prime aim was to protect the interest of the middle class – especially their property. The National Guard was commanded by the Marquis de Lafayette.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources C and E. Use these sources and your own knowledge to explain the significance of the impact of the French Revolution on the Church.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the contents of the source only. Source C refers to a central part of the policy to reform the Catholic Church - the taking of the clerical oath while Source E points out the likely impact of the reforms on the clergy.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer the significance of the impact of the revolution on the Church. The policy of the National Assembly towards the church compelled people to take side either for or against the revolution. The Clerical Oath (Source C) was extremely divisive and the reform tore the church apart while also incurring the wrath of the pope. Supporters of the changes - anti-clericals who produced Source E - were happy to see the church reduced in power wealth and status.</p> <p>There will be a reference to the authorship of one or both sources, an official decree and a contemporary illustration.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources B and D. How reliable are Sources B and D in explaining the role of opposition during the French Revolution?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the role of opposition during the French Revolution. Source B relates to the Assembly of Notables, while Source D is about the Champ de Mars massacre.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the role of opposition during the French Revolution. Source B is the view of a leading historian about the Assembly of Notables and a contemporary view of the Champ de Mars massacre seen in Source D.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will comment generally on the reliability or otherwise of an historian and the view of a pro-Jacobin journalist. Expect some reference to Furet being a leading academic and the biased view expressed in Source D.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the role of opposition during the French Revolution.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that the extract from Furet would have been very well researched and contain the fruits of years of toil as a leading scholar, who as a Frenchman would have been very familiar with the significance of opposition in the history of his country. The view expressed in the extract from a contemporary newspaper is clearly in favour of one side - namely that opposed to the crown. The Champ de Mars massacre shocked many people and helped turn them towards the republican cause. This extract is obviously anti-monarchy and written in support of Jacobin opposition.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources A and B. How far does Source A support or contradict the interpretation of the summoning of the Estates-General given in Source B?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation of the summoning of the Estates General. For instance Source B relates to the desire for the King to gain a measure of consultation which had commenced with the summoning of the Assembly of Notables. Source A says that the King wished to co-operate with his subjects.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the named source supports or contradicts the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation. For example, Source A suggests that Louis is taking the initiative in a considered and carefully planned way, while Source B hints at real desperation and he is forced into the decision.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the storming of the Summoning of the Estates-General. There will be comments on the nature of the extract from Louis himself and one of the most important French historians to study the French Revolution.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the named source in describing whether it supports or contradicts the view of the reasons behind summoning of the Estates General. The obvious lack of support from Source A will be discussed in detail.</p> <p>The authorship of each sources will be discussed in context. Answers will discuss the standpoint of a leading academic historian - of the French Revolution whose lifetime of research would have ensured he was able to place events in context, namely that Louis was forced into calling the Estates General. The other is an extract from the letter issued by Louis justifying his reasons for summoning the Estates General - an initiative he was taking in a careful and considered way. There should be a clear discussion of the way the sources differ and how this can be accounted for - Furet a respected academic historian and Louis a central figure in events desperate to show that he is controlling events rather than events controlling him. There will be a clear discussion of why each viewpoint was produced.</p> <p>A judgement will be reached as to how far the interpretation is supported by the evidence of Source A.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the French Revolution up to 1792?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the origins of the French Revolution and events during 1789. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in understanding some of the events which contributed to the origin of the French Revolution and events up to 1792. There is some focus on events immediately preceding 1789 - the summoning of the Assembly of Notables. The treatment of the Catholic church is touched upon in two of the sources and the events on the Champ de Mars are noted. There will be reference to the limitations of the coverage with long term causes of the revolution largely glossed over - there is nothing on the events around the outbreak of the war. Limitations of the collection will only be partially explored.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources do touch upon some of the key events and features - the Assembly of Notables, the Clerical Oath and Champ de mars massacre. However there are a number of significant omissions long term causes are hardly mentioned - the financial crisis and problems with taxation are not covered. The role of the <i>philosophes</i> and Marie-Antoinette are omitted. More significantly there is little of substance on the work of the National Assembly although the treatment of the Catholic church is touched upon. Candidates will deploy information from the sources in a clear coherent way. Relevant background information will be deployed in a considered way which highlights the main omissions of the collection. There will be discussion of the origins and purpose of the sources.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source C. Use the source and your own knowledge to explain the meaning of the term "veto"		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to a device used to stop or prevent an action.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the context of the term 'veto' as applied to the émigrés, but will explain that this was one of the key powers given to King in the Constitution of 1791.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
Study Sources B and C. Use these sources and your own knowledge to explain the significance of the émigrés.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only. Source B is an a extract from the National Assembly's law against the émigrés while Source C is part of a private letter written by Louis explaining why he decided to veto the law against the émigrés		
<i>Level 2 answers will develop the information gathered. from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the sources and the importance of the émigrés in helping to shape the course of the revolution. The émigrés were clearly of some concern to the National Assembly and their hostility to the revolution prompted what could be considered a very severe law (Source B) directed them against them. Louis' position was very delicate and he revealed in a private letter the dilemma confronting him. In using his veto he appeared to confirm the belief prevalent among his opponents that he was favouring the forces of reaction.		
There will be reference to the authorship of one or both sources , an official law on émigrés and a private letter from the King.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and C. How reliable are Sources A and C in explaining the position of different groups of nobles during the French Revolution?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the position of different group of nobles. Source C is Louis' decision to veto the law against the émigrés.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the position of different groups of nobles. Source A suggests that a pliant group had been summoned but that they are exercising their opposition, while Source C is an extract from a letter by Louis explaining why he decided to veto the law against the émigrés, high-powered nobles who have chosen to leave France.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Source A is a hostile print, while C is a private letter from the King.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the position of different groups of nobles during the French Revolution.</p> <p>The authorship will be discussed in the context of the set enquiry. Answers will consider that Source A is very hostile to Louis. The nobles are portrayed as waiting to be devoured by the state in the form of Calonne. In reality, they rebelled against royal authority and helped precipitate the crisis which brought about the revolution. Given the nature of the source, its reliability is likely to be questioned as less than partial in its assessment. Source C is a private letter from the King, explaining to one of his advisors the reason behind his decision to veto the law on émigrés. They, by their very action of leaving the country, were helping to escalate the crisis in one way while others may have been concerned with saving their lives. Its reliability is likely to be very high as far as explaining the position of the nobles in 1791 is concerned.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources D and E. How far does Source D support or contradict the interpretation of Louis XVI given in Source E?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the explanation of the Flight to Varennes. For instance Source D suggesting that the King was hoping to restore his despotic rule while Source E indicates that the King was personally and politically very weak.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation. For example, Source E indicates that Louis was a ridiculous figure who was not trusted by the French people. This lack of trust is clearly confirmed by Source D. Source D indicates that Louis was behaving in a secretive way by plotting to overturn the revolution.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources. There will be some comments on the nature of an extract from the work of an academic historian and the viewpoint of a commentator who was hostile to the King and very sympathetic to the Jacobin and republican cause.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the named source in describing whether it supports or contradicts the view of Louis XVII. The obvious support in Source D will be discussed in full.</p> <p>The authorship of the sources will be discussed in content. Answers will discuss the standpoint of each author. Source E is from a respected academic historian and expert on the French Revolution who concludes that Louis was a weak leader. This is largely borne out by the other view - a contemporary source - an extract from a leading pro-Jacobin sympathiser, the English radical writer Tom Paine. There will be a clear discussion of why each viewpoint was produced.</p> <p>A judgement will be reached as to how far the interpretation is supported by the evidence of Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the French Revolution to 1792?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the work of the French Revolution to 1792. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in understanding some aspects of the French Revolution to 1792 most notably an aspects of the work of the National Assembly - its policy towards émigrés and Louis reaction to this, and the Flight to Varennes. There will be reference to the limitations of coverage with only a partial selection of changes and nothing on the causes of the Revolution. Limitations of the collection will only be partially explored.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources do to an extent provide some understanding of the French Revolution to 1792 most significantly relating to Louis and his attitude to the revolution - decision to veto the law on the émigrés and his subsequent decision to flee the country. The sources offer at best a partial insight into the French Revolution in that there is little to explain why it occurred although the Assembly of Notables is mentioned. There are a number of significant omissions such as the financial crisis, the failure of the reform programme, the tensions between Louis and the privileged classes, then aspirations of the bourgeoisie. Nothing on the war or the overthrow of the monarchy is touched upon. Candidates will deploy information from the sources in a clear and coherent way. Relevant background information will be deployed in a considered way which highlights the main omissions of the collection. There will be discussion of the origins and purpose of the sources.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i> <i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i>



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 8

UNIT HY 2

JANUARY 2012

**THE CRISIS OF THE AMERICAN REPUBLIC,
c1848-1877
1232/08**

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source B. Use the source and your own knowledge to explain the meaning of the name "Fort Sumter".		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer to the bombardment of Fort Sumter which began the Civil War.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer to the importance of the bombardment in provoking a reaction from the North. They might also refer to the strength of feeling in South Carolina about the federal forts. Fort Sumter was a symbol of national sovereignty for North and South and the bombardment is regarded as the first shots of the war.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
Study Sources A and E. Use these sources and your own knowledge to explain the importance of John Brown's raid on Harper's Ferry.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only. Source A sets out the martyrdom idea whilst Source E shows a clearly weak and wounded Brown put on trial.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the importance of Brown's raid. It provoked the South which was paranoid about the prospect of a slave rebellion. Although some in the North were ambivalent about Brown, whose record of atrocities in Kansas was well known, nevertheless the events intensified sectional strife.		
There will be reference to the authorship of one or both sources, a northern editorial and a popular illustration of Brown's trial.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources B and E. How reliable are Sources B and E in explaining the causes of the Civil War?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the causes of the Civil War. Source B is a strong statement of the Northern view of rebellion whereas Source E is an artist's impression of Brown's trial.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the causes of the War. Source B presents the southern view of Fort Sumter whereas Source E is a sympathetic impression of Brown's trial.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will refer generally to the reliability of a northern newspaper and an artist's impression clearly showing Brown in an honourable way.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the causes of the Civil War. Source B is from a radical newspaper commenting on Fort Sumter action and insulting Lincoln. Source E is a highly sympathetic portrayal of Brown on trial. The reliability of the authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of Emancipation Proclamation given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the Emancipation Proclamation. For instance Source C says that the emancipation is an extensive step whereas Source D suggests that it is very limited.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation. For example, the interpretation in Source D is clearly contradicted by Source C.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the named source and link this to the interpretation of the Emancipation Proclamation. There will be discussion of the standpoint of a southern newspaper. There should be discussion of the view expressed by a revisionist historian of the American Civil War.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the named source in deciding whether it supports or contradicts the view of the Emancipation Proclamation. The obvious difference of opinion will be discussed.</p> <p>The authorship of each source will be discussed in context. Answers will consider the origins and purpose of each source. Source D is a sceptical view from a revisionist historian who has researched the issue of politics and race. Source C is an outraged protest against the effect on the southern way of life and the threat to law and order.</p> <p>A judgement will be reached on how far the interpretation is supported by the evidence of Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources to an understanding of the American Civil War?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of some of the causes of war and emancipation. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in finding out about some of the causes of the war and emancipation. There are other factors in the lead up to the war which are not covered such as the Compromise of 1850, the Kansas Nebraska bill and the Dred Scott case. The war itself and its consequences are not covered adequately.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example only one aspect of sectional tension is covered. The discussion needs to be broadened to cover constitutional, cultural and economic differences that were developing between north and south. The war and its consequences receive little coverage.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source B. Use the source and your own knowledge to explain the meaning of the phrase, "General Sherman's march".		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer to the march of Sherman through the confederacy.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer to the novel nature of Sherman's strategy which was to demoralise the South, destroying its capacity and will to fight.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
Study Sources A and E. Use these sources and your own knowledge to explain the importance of the 1864 Presidential election.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will refer to the content of the sources only. Source A refers to McClellan's policy whilst Source E shows Lincoln's continued resolve to save the union.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the importance of the 1864 election. It was the South's last hope that Lincoln could be defeated and it was not unrealistic. Lincoln was probably saved by Sherman's timely victory at Atlanta in August and divisions in the Democrat party about a peace policy.		
There will be reference to this authorship of one or both sources, the memories of a southerner and an election poster.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are Sources A and B in explaining the key events of the Civil War in late 1864?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the key events of late 1864. Answers will accept uncritically the content of A and B - McClellan's policy and Sherman's march through the confederate state.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the key events of late 1864. Source A describes McClellan's policy whereas Source B illustrates Sherman's destructive march.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will refer generally to the reliability of the viewpoint of a reported conversation and the memoirs of a confederate officer.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the key events of late 1864. The authorship of the sources will be considered in the light of the presidential election and Sherman's war winning strategy in attacking the Confederate heartland. Answers will consider the reliability of a revealing but reported conversation and the memory of a confederate officer.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of the position of black Americans given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation of the position of black Americans. Source C stresses the inferiority of black Americans whereas Source D points out that black Americans did have rights in the past.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation. For example, the interpretation in D is clearly not supported by the evidence of Source C.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the named source and link this to the interpretation. There will be discussion of the viewpoint of a racist Chief Justice who had been appointed in the 1830s and the work of a prestigious historian of the civil war.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the named source in deciding whether it supports or contradicts the view of southern morale. The obvious difference of opinion will be discussed.</p> <p>The authorship of the sources will be discussed in context. Answers will consider the origins and purposes of each source. Source C is an attempt to explain why black Americans had no legal rights (specifically in this case to sue). Nevins points out that even in the eighteenth and nineteenth centuries Taney's views were outmoded.</p> <p>A judgement will be reached on how far this interpretation is supported by the evidence of Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding of the American Civil War?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to an understanding of the American Civil War. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in finding out about some aspects of the civil war for example the Dred Scott case, the 1864 election and Sherman's march. The whole context of the causes of the war is needed as is coverage of the early part of the American Civil War.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example there is little coverage of other reasons for war and no consideration of the role of Lincoln, and the wider aspects of the war. A greater range of sources would be needed to assess the war.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i></p>

AS/AL History M/S Unit HY 2

In-Depth Study 8 - The Crisis of the American Republic, c1848-1877 MS (January 2012) / LG

25.11.2011



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 9

UNIT HY 2

JANUARY 2012

NAZI GERMANY, 1933-1945

1232/09

QUESTION 1

Question 1 (a)	Definition	4 Marks
<p>Study Source B. Use Source B and your own knowledge to explain the meaning of the term "Treaty of Versailles".</p>		
<p><i>Level 1 answers will include some historical information taken from the source.</i></p> <p>Answers will refer generally to the treaty at the end of World War I.</p>		
<p><i>Level 2 answers will deploy accurate historical information to explain the meaning.</i></p> <p>Answers will refer specifically to the treaty that was hated by many Germans and gave Hitler much support for his position to overturn its strictures.</p>		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p>(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p>(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources B and C. Use these sources and your own knowledge to explain the importance of the remilitarization of the Rhineland in 1936.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. Source B shows that the importance of remilitarization was that the Treaty of Versailles would be destroyed and Germany could openly defy the League of Nations. In Source C it shows the importance of remilitarization as a massive bluff because it was such a daring undertaking.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of remilitarization in March 1936. It was a bold move and a decisive turning point in international relations. It was a violation of Versailles and a threat to the French. Hitler exploited the Italian invasion of Abyssinia Candidates should refer to the attributions in considering the importance of remilitarization of the Rhineland. There will be reference to the authorship of one or both sources. In Source B an American diplomat is reflecting 8 years later with hindsight or with access to his diplomatic notes. In Source C a leading Nazi official is referring to Hitler's bravado after the fact.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources D and E. How reliable are Sources D and E in explaining education in the Third Reich?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining education in the Third Reich. Source D suggests that education was anti-Semitic. Source E also suggests that it was anti-Semitic and promoting racial purity.</p> <p>There may be an undeveloped reference to the authors of the sources. Source D is an illustration taken from a Nazi children's book written in 1938 and Source E is taken from a Nazi English language publication.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding education in the Third Reich. Source D shows that education was Nazified and purged any Jewish influences. Source E reveals that indoctrination was now the tool to educate young people in the so called 'spirit of National Socialism'. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Candidates will refer to the reliability of Source D and the obvious propaganda qualities of a Nazi schoolbook, whilst Source E is another piece of Nazi propaganda aimed at the English speaking world.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining education in the Third Reich.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that the cartoon in Source D is a graphic illustration of the way in which children are being Nazified, and that Nazi education was being reconditioned. It was an attempt at social engineering and classroom indoctrination. The fact that it is a Nazi publication with no attempt to conceal its motives means that its reliability is unlikely to be called to question. Source E reveals that the Nazi curriculum was revised and this is an attempt to justify what was going on to the English speaking world and predominantly Britain. Again it is an example of Nazi propaganda but for a different audience so it is likely to distort or sanitize the actual policies that it was advocating and so for that reason it may lack overall validity. Candidates should consider the veracity of contemporary evidence but from two different perspectives for two different audiences.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources A and E. How far does Source E support or contradict the interpretation of Nazi racial policy given in Source A?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation of the racial policy given in Source A. For instance Source A says that the Nazis wanted to transform the people into a cohesive, racially pure national community excluding asocials. Source E shows how the Jewish teachers and pupils have been made to quit schools and young people are instructed in how to maintain their racial purity.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation. For example, Source A gives an overall perspective of the racial policy by suggesting that the Nazis wanted to create a harmonious racial community with common political beliefs and Source E gives a contemporary viewpoint of the way in which education was designed to fulfil this goal.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to racial policy. There will be comments on the nature of a piece of Nazi propaganda and the viewpoint of an academic historian in a general history textbook.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the named source in describing whether it supports or contradicts the view of Nazi racial policy. The obvious support of Source E will be discussed in full.</p> <p>The authorship of the sources will be discussed in context. Answers will discuss the standpoint of each source, one a contemporary Nazi perspective which aims to justify and explain Nazi policy and the other an academic historian. There should be clear discussion of why each author will have a similar view of radical policy. There should be some comment on the view of a Nazi publication which justifies the removal of Jewish elements from schools as a way of preserving German identity. This may have struck a chord with right wing views in Britain at the time. The veracity of an historian writing for a general audience should be highlighted. Candidates may argue that the author of Source A might well have looked at evidence such as that provided in Source E to form her judgment.</p> <p>A judgement will be reached on the extent of support for the interpretation provided by Source A.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Nazi Germany between 1933-39?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of life in Nazi Germany. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in understanding certain aspects of Nazi Germany such as racial policy; education; propaganda. There will be a reference to limitations of coverage, with many key issues not referred to such as religious and aspects of social policy.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources do a good job in covering some aspects of life in Nazi Germany, including some of the key areas such as foreign policy; education and racial theory; anti-Semitism; and some aspects of their economic policy. However, there are obvious limitations such as a lack of coverage regarding the effects of the dictatorship, the impact of religious, social, cultural and foreign policy upon various groups inside Germany, censorship and control in the Third Reich, terror and propaganda, the role of the SS, the political system and the role of the Nazi Party and economic policy. There will be some discussion of the origin and purpose of the sources.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source B. Use the source and your own knowledge to explain the meaning of the phrase "Red Peril".		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the Communists in Germany.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the perceived danger posed to the country by the German Communists and Soviet Russia.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and C. Use these sources and your own knowledge to explain the importance of the Enabling Act.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the contents of the sources only. Source A shows and the psychological and legal importance of the Enabling Act. The importance of the Enabling Act shown in Source C was to give the Nazis full unrestrained political control.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the sources to show that the Enabling Act was part of the consolidation of power in that under the provisions of the Act the Weimar constitution was changed and the Nazis were given power to rule by decree for a period of four years. It gave Hitler four years of power as a dictator. There will be reference to the authorship of one or both sources. Source A is the balanced and reached view of an historian whilst Source C is an extract from the Nuremberg Trials which also analysed the Nazi regime.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources D and E. How reliable are Sources D and E in explaining the Anschluss with Austria in 1938?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the Anschluss with Austria. Answers may mention the fact that in Source D the Anschluss was condemned by some of the foreign powers. In Source E it shows that the Anschluss was supported by the Austrian people and was an act of liberation.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the Anschluss. For example, the way in which in Source D, Germany has annexed Austria. In Source E there is evidence that the Germans have liberated Austrians.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will comment generally on the reliability of a British newspaper which would obviously criticize any action by the Germans that broke the Treaty of Versailles, and a speech made by Hitler to the Austrian people. Expect some general references to the veracity of a speech and a newspaper report.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the Anschluss with Austria.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider the newspaper report made in Source D, which gives the sinister aspects of the Anschluss. Since it is made in a British newspaper, it is possible that it provides a distorted and pessimistic view of the union. There may be comments upon the fact that this is a Manchester newspaper which may not express the viewpoints of the nation at large. Source E is Hitler's justification of the Anschluss which might affect its veracity. What else in the circumstances could Hitler say? This certainly casts doubts upon the veracity of his evidence.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources A and B. How far does Source B support or contradict the interpretation of how the Nazis increased their control of Germany in 1933 given in Source A?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation of Nazi consolidation of power given in Source A. For instance Source A suggests that following the Reichstag Fire Hitler was given emergency powers to suspend liberties and Source B shows this because Hindenburg gives Hitler emergency powers.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the named source supports or contradicts the given interpretation. For example, Source B supports the view in Source A that Hitler consolidated power following the Reichstag Fire and made use of the so called "communist threat".</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that the Nazis consolidated power following the Fire. There will be comments on the nature of a cartoon in a British newspaper and the viewpoint of an academic historian.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the named source in describing whether it supports or contradicts the view of Hitler's consolidation of power. The obvious links between the sources will be discussed in detail.</p> <p>The authorship of the sources will be discussed in context. Answers will discuss the standpoint of each author, an example of a satirical anti Nazi British magazine, the other an academic historian writing in a general history of Germany. There should be clear discussion of why Source B supports the view of Source A. There should also be some comment on the veracity of a satirical cartoon in 1933 following events such as the Reichstag Fire and the government by decree and the balanced view of an historian writing with hindsight in an all embracing general history of Germany.</p> <p>A judgement will be reached on the extent of support for the interpretation provided by Source B.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Nazi Germany between 1933-1939?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of Nazi Germany. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in understanding certain aspects of Nazi Germany such as foreign policy; consolidation of power 1933; There will be a reference to limitations of coverage, with many issues not referred to such as social, religious and racial policy; education and propaganda and indoctrination.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources do a good job in covering some of the key areas of foreign policy Anschluss and some reference to economic policy and concentration camps; However, there are obvious limitations such as a lack of coverage regarding many aspects of social and religious policy, the influence of Nazi ideas and their transmission to the German public and features of the political system such as the SS and SD. There will be some discussion of the origins and purpose of the sources.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i></p>