



# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 1**

**UNIT HY 1**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF WALES AND  
ENGLAND, c.1483 – 1603  
1231/01**



## PART (A)

<b>Question 1 (a)</b>	<b>Politics, Government and the Crown, c. 1483 - 1543</b>	<b>24 Marks</b>
<b>Explain why Richard III lost the throne in 1485.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> Richard III's reign.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why</b> Richard III lost the throne, e.g. the fate of the Princes in the Tower, distrust of Richard, his ruthless rule made him powerful enemies, his defeat at Bosworth, the defection of Buckingham and the Stanleys.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why</b> Richard III lost the throne.		
<b>Answers should focus on issues such as</b> political policies and military tactics, Richard's failure to win over supporters from the south, the lukewarm support of some of Richard's own men in battle, the political plots and plans formed prior to the battle and the effectiveness of Tudor propaganda.		

<b>Question 2 (a)</b>	<b>Religious Reformation and change, c. 1529 - 70</b>	<b>24 Marks</b>
<b>Explain why Mary I restored the Roman Catholic Church</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> religious policy in the reign of Mary.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why</b> Mary restored the Roman Catholic Church. Mary was a devout Roman Catholic who believed that it was her duty to restore the true faith and the true Church. Mary was determined to crush the Protestant faith and it was part of her policy to reverse the religious changes of Edward VI. It was part of the Europe-wide Catholic Counter-Reformation. Mary's chief religious adviser Gardiner was politically aware of the need for uniformity and was able to drive through the changes by virtue of his membership of parliament - he sat in the house of Lords. The support offered by Spain by virtue of Mary's marriage to Phillip was also a factor. The country and the people had never been completely converted to the Protestant faith. Many supported a reconciliation with Rome.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why</b> Mary restored the Roman Catholic Church. After the Lady Jane Grey fiasco Mary came to power on a wave of popular support. She wished to establish an uniform Catholic religion throughout her realm, in this aim, she had the support of most of the leading landowners and members of parliament.		
<b>Answers should focus on issues such as</b> government policy, the Queen's personal beliefs and aims, the need to destroy potential opposition and the role of Bishop Gardiner and the Pope (together with Cardinal Pole) in effecting the restoration of papacy.		

Question 3 (a)	Protest, Disorder and Rebellion, c. 1529 - 69	24 Marks
<p><b>Explain why Rhys ap Gruffudd rebelled against the Crown.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts</b> of the actions of Rhys ap Gruffudd.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons for</b> the rebellious activities of Rhys ap Gruffudd. These will include his anger and frustration at his lack of promotion, the aggressive attitude of enemies such as Lord Ferrers, the apparent indifference of the King and Wolsey's failure to control Rhys.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons why</b> Rhys ap Gruffudd rebelled against the Crown.</p> <p><b>Answers should focus on issues such as</b> the Crown's apparent indifference to Rhys' status and ambition, the passing of local government into the hands of a rival and enemy - Lord Ferrers - and the callous response of the Crown to Rhys' pleas for redress of his grievances.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-3 marks)	AO 1b (1-5 marks)
<b>1</b>	<p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue.</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p style="text-align: center;"><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will answer the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p style="text-align: center;"><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC.</i></p>	<p style="text-align: center;"><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue.</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

Question 1 (b)	Politics, Government and the Crown, c. 1483 - 1543	36 Marks
<p><b>To what extent did Thomas Cromwell make the most important contribution to the changes in politics and government in the period 1483 - 1543?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> government change in the period 1483 - 1543 and/or Cromwell's 'revolution in government'.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the importance of the changes in government and Cromwell's part in them, such as financial and bureaucratic reforms, the establishment of the Privy Council, and the reorganisation of regional government in Wales and the North. Candidates will rightly point to the 1530s as the period in which government change was at its most radical under the guidance of Cromwell. However, candidates should refer to the parts played by Wolsey, and the ministers of Henry VII in contributing to the changes in government.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of</b> the changes in government and the part played by Cromwell in financial and bureaucratic reforms, the establishment of the Privy Council, the reorganisation of regional government in Wales (the fact that Wales was represented in the Commons for the first time) and the North and the development of Parliament itself. They should also consider the significance of the contrary argument that focuses on the contribution of others like the monarchs - Henry VII and VIII - and their ministers - Bray/Morton/Fox and Wolsey.</p>		

Question 2 (b)	Religious Reformation and change, c. 1529 - 70	36 Marks
<p><b>To what extent was the Reformation Parliament the most significant factor in promoting religious change in the period 1529 - 70?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> the Reformation Parliament or the changes in religion during the reign of Henry VIII.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the significance of the legislation passed by the Reformation Parliament and also begin to consider the significance of some other developments such as the influence/impact of the European Reformation, the conduct of the king, the dissolution of the chantries, and the Elizabethan Church Settlement.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the significance of the</b> Reformation Parliament. They will also clearly evaluate other factors such as the religious legislation passed by Edwards VI's Parliaments, the dissolution of the chantries, the Elizabethan Church Settlement, the Counter-reformation of Mary I and the influence of Luther, Calvin and Cranmer.</p>		

Question 3 (b)	Protest, Disorder and Rebellion, c. 1529 - 69	36 Marks
<p><b>To what extent was poor leadership mainly responsible for the failure of Tudor rebellions in the period 1529 - 1569?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of Tudor rebellions in the period 1529-69.</b></p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate the reasons</b> for the failure of Tudor rebellions in the period 1529-69. Candidates will begin to consider the significance of poor leadership on the part of the rebel leaders together with other factors such as Crown/government response - both military and political, and lack of organisation such as food and shelter.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of</b> poor leadership as the primary reason for the failure of Tudor rebellions. Answers should also consider the significance of other factors such as government response - both military and political, lack of organisation - food, shelter etc, the time of year and weather conditions, the general lack of clear objectives and the response of the Church and some religious leaders.</p>		

### ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
<b>1</b>	<p>The answer will descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(5-8 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues.</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;"><b>(9-16 marks)</b></p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors..</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period.</i></p>
<b>3</b>	<p style="text-align: center;"><b>(9-12 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC.</i></p>	<p style="text-align: center;"><b>(17-24 marks)</b></p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set.</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set.</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set.</i></p>





# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 2**

**UNIT HY 1**

**JANUARY 2012**

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

**1231/02**



## PART (A)

<b>Question 1 (a)</b>	<b>Politics, Government and the Crown, c. 1603-1642</b>	<b>24 Marks</b>
<b>Explain why Ship Money was unpopular.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of Ship Money.</b>		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why Ship Money was unpopular</b> such as it was not passed by Parliament, people had not been consulted, the King was behaving in an arbitrary manner, or the unpopularity of taxes in general.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why Ship Money was unpopular.</b> These may include that it had not been passed by Parliament and the unpopularity of taxes in general.		
<b>Answers should focus on issues such as</b> government policy, the royal prerogative, the opposition of former MPs and gentry, the influence of propaganda and opposition to the King.		

<b>Question 2 (a)</b>	<b>Regicide, Republic and Restoration of the Monarchy, c.1648-1685</b>	<b>24 Marks</b>
<b>Explain why the King was put on trial in 1648.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of the trial of the King.</b>		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why the King was put on trial.</b> These may include Parliament's desire for justice, the power/influence of the army, the leadership of Cromwell, or the King's refusal to acknowledge any wrongdoing.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why the King was put on trial.</b> These should include . the power/influence of the army and Cromwell, the desire for justice, the consequences of years of war, the King's pact with the Catholic Irish and other foreign powers.		
<b>Answers should focus on issues such as</b> the unpopularity and failure of the King and royalist forces in war, the desire for justice and the strength of Cromwell's strong and charismatic leadership.		

Question 3 (a)	Religion, Radicalism and Dissent, c.1645-1681	24 Marks
<p><b>Explain why the Leveller Movement failed.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> the Leveller Movement or radicalism and dissent in general.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons why</b> the Leveller Movement failed, such as discontent among the membership, conflict within the ranks of the leadership, failure to win over sufficient support or its lack of political power.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons for</b> the failure of the Leveller Movement such as failure to win over sufficient support or lack of political power.</p> <p><b>Answers should focus on issues such as</b> government religious policy, the change in the attitude of the general public to radical groups and the failure of the Leveller leadership to consolidate the early success of the movement.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO 1b
<b>1</b>	<p><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p><b>(1-5 marks)</b></p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue.</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will answer the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC.</i></p>	<p><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue.</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

<b>Question 1 (b)</b>	<b>Politics, Government and the Crown, c.1603-1642</b>	<b>36 Marks</b>
<b>To what extent were religious issues mainly responsible for the tension between Parliament and the Crown in the period 1603-42?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> religious issues or the relationship between Parliament and the Crown in the period 1603-1642.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate the importance of</b> religious issues as the main cause of the rising tension between Parliament and Crown. Other factors may be mentioned such as the growing assertiveness of MPs, foreign policy, Ireland, Scotland or opposition to divine right in addition to finance.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate the importance of</b> religion as a cause of tension in relation to other factors such as Parliamentary opposition to the Crown's financial and foreign policy, Ireland, Scotland, opposition to divine right or the unpopularity of royal favourites.		

<b>Question 2 (b)</b>	<b>Regicide, Republic and Restoration of the Monarchy, c.1648-1685</b>	<b>36 Marks</b>
<b>To what extent was the Restoration of the Monarchy the most significant development in the period 1648-1685?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> the Restoration of the Monarchy.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate the significance of</b> the Restoration of the Monarchy and also begin to consider the significance of some other developments such as the growth of Parliament and parliamentary power and influence, republicanism, the Commonwealth and the Protectorate or the Instrument of Government.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate the importance of</b> the Restoration of the Monarchy and the influence it had on political and constitutional developments, especially in relation to the position of the Crown and its relationship with Parliament. Answers will evaluate the significance of other developments such as the increasing power and authority of parliament and MPs, religion, the army, foreign affairs and the role of the heads of state - Cromwell and Charles II.		

Question 3 (b)	Religion, Radicalism and Dissent, c. 1645-1681	36 Marks
<p><b>To what extent was the downfall of Laud the most important influence on the growth in Radicalism and Dissent in the period 1645-1681?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> Laud and Laudianism and /or growth in radicalism and dissent in the period 1645-1681.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the importance of the downfall of Laud as a main influence on the growth in radicalism and dissent in the period 1645-81. This will be evaluated alongside other factors such as the development in religious ideas, the early encouragement of radicalism, decline in support for Anglicanism, greater toleration and lessening of persecution.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of</b> the downfall of Laud - he being the main opponent to radicalism and dissent - along with an appreciation of Parliament and political power of radical MPs as the primary reason for the growth in radicalism and dissent in the period 1645-1681. Answers should also consider the importance of other factors such as the popularity of radicalism, the republic's religious policy, decline in the persecution of radical dissenters and dissenting groups during and after the Civil War.</p>		

### ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
<b>1</b>	<p>The answer will descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(5-8 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues.</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;"><b>(9-16 marks)</b></p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors..</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period.</i></p>
<b>3</b>	<p style="text-align: center;"><b>(9-12 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC.</i></p>	<p style="text-align: center;"><b>(17-24 marks)</b></p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set.</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set.</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set.</i></p>





# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 3**

**UNIT HY 1**

**January 2012**

**ASPECTS OF THE HISTORY OF WALES AND  
ENGLAND, c.1780-1886  
1231/03**



## PART (A)

Question 1 (a)	Aspects of the History of Wales and England, c.1780-1886	24 Marks
<b>Explain why Tory governments opposed parliamentary reform in the period 1815-1830.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of the Tory governments in the period 1815-1830.</b>		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons</b> why the Tory governments opposed parliamentary reform. These may include fear of the radicals and a desire to keep the current system.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons for</b> Tory opposition to parliamentary reform including fear of revolution, fear of radicalism, satisfaction with the existing system and the potential threat to law and order.		

Question 2 (a)	Aspects of the History of Wales and England, c.1780-1886	24 Marks
<b>Explain why the Merthyr rising took place in 1831.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of the events associated with the Merthyr rising in 1831.</b>		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons</b> why the Merthyr rising took place in 1831. These may include dissatisfaction with working and living conditions and the unfair truck system.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons for</b> the Merthyr rising in 1831. Answers will focus on the growth of radicalism, economic depression, the potential reform campaign, wage cuts and the growth of trade unionism.		

Question 3 (a)	Aspects of the History of Wales and England, c.1780-1886	24 Marks
<p><b>Explain why Canning was in favour of intervention in his foreign policy.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> Canning's foreign policy.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons</b> why Canning was in favour of intervention in his foreign policy. Answers may refer to his attitude to liberalism and nationalism and his desire to protect British interests.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons</b> why Canning favoured intervention in his foreign policy. Answers will focus on the approach to the Congress System, the attitude towards liberal and nationalist movements, policies towards Spain and its empire, and the onset of the Eastern Question.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-3 marks)	AO 1b (1-5 marks)
<b>1</b>	<p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue.</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p style="text-align: center;"><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will answer the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p style="text-align: center;"><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC.</i></p>	<p style="text-align: center;"><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue.</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

Question 1 (b)	Aspects of the History of Wales and England, c.1780-1886	36 Marks
<p><b>To what extent was the Younger Pitt's reaction to the French Revolution the most significant development in politics and government in Wales and England in the period 1780-1832?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> Pitt's policies and his reaction to the French Revolution.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate the significance of</b> Pitt's policies in reaction to the French Revolution and also consider the significance of other developments such as the Liberal Tory Reforms or Reform Bill crisis.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the significance of</b> Pitt's reaction to the French Revolution when set against other developments such as the early parliamentary reform movement, the reforms of the 1820s and the Reform Bill crisis.</p>		

Question 2 (b)	Aspects of the History of Wales and England, c.1780-1886	36 Marks
<p><b>To what extent was the Chartist movement the most important development in popular protest in the period 1815-1848?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> the Chartist movement.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate the importance of</b> the Chartist movement and also consider other examples of popular protest taken from urban and rural areas.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of</b> the Chartist movement when compared to other developments in protest such as Swing, Rebecca, Merthyr, opposition to the new Poor Law and the Anti-Corn Law League.</p>		

Question 3 (b)	Aspects of the History of Wales and England, c.1780-1886	36 Marks
<p><b>To what extent was British foreign policy mainly influenced by the need to maintain a balance of power in Europe in the period 1793-1841?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> British foreign policy in the period 1793-1841.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate the importance of</b> the balance of power as an influence on British foreign policy and also consider other factors such as the French threat and the Eastern Question.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of</b> the balance of power as an influence on British foreign policy when set against other factors. These might include the support of liberalism and nationalism in the 1820s and 1830s, the attempt to resolve the Eastern Question, commercial and imperial considerations, the wars against the French and the individual aims of successive foreign secretaries.</p>		

### ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
<b>1</b>	<p>The answer will descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(5-8 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues.</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;"><b>(9-16 marks)</b></p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors..</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period.</i></p>
<b>3</b>	<p style="text-align: center;"><b>(9-12 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC.</i></p>	<p style="text-align: center;"><b>(17-24 marks)</b></p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set.</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set.</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set.</i></p>





# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 4**

**UNIT HY 1**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF WALES AND  
ENGLAND, c1880-1980  
1231/04**



## PART (A)

<b>Question 1 (a)</b>	<b>Wales and England in transition, 1880-1929</b>	<b>24 Marks</b>
<b>Explain why the Liberal government introduced social reforms between 1906-1914.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> the social reforms or of the poverty at the time. There will be little attempt to explain why the Liberal government introduced social reforms between 1906-1914.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why</b> the Liberal government introduced social reforms between 1906-1914. These may include reference to the work of Booth and Rowntree or the pressure caused by the rise of Labour.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why</b> the Liberal government introduced social reforms between 1906-1914. Answers should focus on issues such as the impact of the Boer War, social surveys, the need for national efficiency and ideas of New Liberalism, the rise of the Labour movement, humanitarianism and the effects of poverty.		

<b>Question 2 (a)</b>	<b>British foreign policy, 1902-1939</b>	<b>24 Marks</b>
<b>Explain why Britain formed an entente with Russia in 1907.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> some British foreign policy issues. There will be little attempt to explain why Britain formed an entente with Russia in 1907.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why</b> Britain formed an entente with Russia in 1907. These could include reference to the need to avoid war, or even the need to protect the country against possible aggressors.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why</b> Britain formed an entente with Russia in 1907. Answers should focus on issues such as Britain's desire to avoid war, the settling of colonial disputes, imperial and economic considerations.		

Question 3 (a)	Party politics, 1900-1940	24 Marks
<p><b>Explain why support for the Labour Party grew by 1924.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> some issues regarding the growth of the Labour Party up to 1924.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons for</b> the growth in support for the Labour Party up to 1924. These may refer to the growth of the electorate or the deficiencies in the other political parties.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons for</b> the growth in support for the Labour Party up to 1924. Answers should focus on issues such as the rise in the electoral base, organisational issues within the Labour movement, support for the Trade Unions, the effect of the Taff Vale judgement, co-operation with the Liberals, popular support as opposed to their decline in Parliamentary seats.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO 1b
<b>1</b>	<p><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p><b>(1-5 marks)</b></p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue.</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will answer the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC.</i></p>	<p><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue.</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

Question 1 (b)	Wales and England in transition 1880-1929	36 Marks
<b>To what extent did the First World War have the most significant effect on the lives of people in Wales and England, 1880-1929?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> some war time events. There will be little attempt to discuss the First World War when set in the context of other effects.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate</b> whether the First World War had the most significant effect on the lives of the people of Wales and England and also consider the significance of some other factors as the Liberal reforms or the fall of the staple industries.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate the extent</b> to which the First World War had the most significant effect on the lives of the people of Wales and England. They will also consider the effect of the changes brought about by the social reforms of the Liberal Government, the changing role of women, fall of the staple industries, other government reforms and economic and social issues in the 1920s.		

Question 2 (b)	British foreign policy, 1902-1939	36 Marks
<b>To what extent was the search for collective security the main influence on British foreign policy between 1902-1939?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> British foreign policy, 1918-1939. There will be little attempt to discuss the influence of the search for collective security on British foreign policy.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will evaluate the importance of</b> the search for collective security as an influence on British foreign policy and also consider some other factors such as the need to protect the Empire and war-weariness.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate the significance</b> of the search for collective security when set against other factors such as the need to avoid war, splendid Isolation, appeasement, preparation for war, protecting British interests, the fear of other nations such as Germany and Russia.		

Question 3 (b)	Party politics, 1900-1940	36 Marks
<p><b>To what extent was the reform of the House of Lords in 1911 the most significant event in party politics from 1900-1940?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> some events associated with the reform of the House of Lords in 1911. There will be little attempt to discuss the significance of the reform of the House of Lords.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will evaluate the importance of</b> the reform of the House of Lords in 1911 and also consider some other significant events and developments such as the decline in the support for the Liberal Party or the creation of the National Government.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the significance of</b> the reform of the House of Lords in 1911 when set against other events/factors such as the pre-war Liberal governments, the demise of the Liberal Party, the fall of the Conservative government in 1905, consensus government, minority party influence and political turmoil and change.</p>		

### ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
<b>1</b>	<p>The answer will descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(5-8 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues.</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;"><b>(9-16 marks)</b></p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors..</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period.</i></p>
<b>3</b>	<p style="text-align: center;"><b>(9-12 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC.</i></p>	<p style="text-align: center;"><b>(17-24 marks)</b></p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set.</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set.</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set.</i></p>





# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 5**

**UNIT HY 1**

**January 2012**

**ASPECTS OF THE HISTORY OF EUROPE, c.1515-1621  
1231/05**



## PART (A)

<b>Question 1 (a)</b>	<b>The threat to Europe from the Ottoman Empire, 1520-1571</b>	<b>24 Marks</b>
<b>Explain why Suleiman the Magnificent was feared in Europe.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> Suleiman the Magnificent and the power of the Ottoman Empire.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons</b> why Europe feared Suleiman the Magnificent. These would include some discussion of the might of the Ottoman Empire and the power of the sultan.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons for</b> Europe fearing Suleiman the Magnificent and these might include Suleiman's long and effective campaigns against Eastern Europe, the success of the Ottoman navy during his rule and the fear of the infidel		
<b>Answers should focus on issues such as</b> the strength and success of the Ottoman army during Suleiman's rule with expansion into Eastern Europe, the economic wealth of the expanding empire and the weakness of a disunited Europe. All of these concerned Europe and caused fear during the long rule of this Sultan.		

<b>Question 2 (a)</b>	<b>Martin Luther and the German Reformation, 1517-1555</b>	<b>24 Marks</b>
<b>Explain why Luther's ideas became popular in Germany.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> Martin Luther's ideas.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons for</b> the popularity of Luther's ideas. These may include Germany being receptive to ideas about indulgences, <i>sola fide</i> and <i>sola scriptura</i> . These could also include some general discussion of political, economic and social incentives of the Reformation.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons for</b> Germany's receptive climate to Luther's ideas.		
<b>Answers should focus on issues such as</b> nationalism in Germany, economic and political advantages to conversion and the supposed promised of social mobility for some sectors of German society. Also the nature of urban interest, the existence of the printing press and the religious fervour of Luther's message conveyed in sermons, pamphlets and woodcuts.		

Question 3 (a)	France, 1515-1547	24 Marks
<p><b>Explain why France had financial problems in the period 1515-1547.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> France's financial issues in the period 1515-1547.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons for</b> France's financial problems in this period. These should include general observations such as France was involved in constant warfare, or that Francis I was extravagant.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons for</b> France having financial problems in this period.</p> <p><b>Answers should focus on issues such as</b> the constant drain on resources caused by the protracted Habsburg Valois rivalry which lasted for most of Francis I's reign. Also Francis I's lavish lifestyle as an extravagant patron of the arts and the keeper of extensive and opulent court depleted an inadequate royal treasury.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-3 marks)	AO 1b (1-5 marks)
<b>1</b>	<p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue.</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p style="text-align: center;"><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will answer the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p style="text-align: center;"><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC.</i></p>	<p style="text-align: center;"><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue.</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

Question 1 (b)	The threat to Europe from the Ottoman Empire, 1520-1571	36 Marks
<p><b>To what extent was the Battle of Lepanto, in 1571 the most significant event in the relationship between Europe and the Ottoman Empire?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of the Battle of Lepanto in 1571.</b></p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate the significance of the Battle of Lepanto on the relationship between the Ottoman Empire and Europe and also begin to consider the significance of some other developments such as the siege of Vienna and the economic wealth of the Empire.</b></p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the significance of the battle of Lepanto in the relationship between the Ottoman Empire and Europe. They should also consider the significance of other factors such as campaigns in Eastern Europe, the extent and strength of Suleiman's Empire, the training and strength of the Ottoman standing army and the weakness of a disunited Europe for most of the period.</b></p>		

Question 2 (b)	Martin Luther and the German Reformation, 1517-1555	36 Marks
<p><b>To what extent was the reaction of the Papacy the most important factor in the development of the Reformation in Germany?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of Papal reaction to the Reformation.</b></p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate the importance of the reaction of the Papacy in the development of the Reformation and also begin to consider the significance of some other factors such as the resonance of Luther's message.</b></p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of the reaction of the Papacy in the development of the Reformation in Germany. They should also consider the significance of other factors such as Luther's religious message, the economic, social and political implications of Protestantism, the response of Charles V and the protection of Frederick the Wise.</b></p>		

Question 3 (b)	France, 1515-1547	36 Marks
<p><b>To what extent was Francis I's reform of government the most significant development in France in the period 1515-1547?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> Francis I's reform of government.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the significance of Francis I's reform of government and also begin to consider the significance of some other developments such as financial and administrative changes and Hapsburg/Valois rivalry.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the significance of</b> Francis I's reform of government. This needs to be set against other significant developments such as cultural and religious change, changes in administration and possible changes in the power of the King.</p>		

### ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
<b>1</b>	<p>The answer will descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(5-8 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues.</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;"><b>(9-16 marks)</b></p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors..</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period.</i></p>
<b>3</b>	<p style="text-align: center;"><b>(9-12 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC.</i></p>	<p style="text-align: center;"><b>(17-24 marks)</b></p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set.</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set.</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set.</i></p>





# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 6**

**UNIT HY 1**

**January 2012**

**ASPECTS OF THE HISTORY OF EUROPE,  
c. 1696-1815  
1231/06**



## PART (A)

Question 1 (a)	Russia during the reign of Peter the Great, 1696-1725	24 Marks
<p><b>Explain why Peter the Great reformed the Russian church.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> Russia during the reign of Peter the Great.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons for</b> the motivation behind Peter the Great's decision to reform the Russian church during his reign. These should include his need to challenge potential rival sources of power.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons</b> behind the decision of Peter the Great to reform the Russian church during his reign. <b>Answers should focus on issues such as</b> his broad aim to establish his power firmly and his vision of creating a modernised state. Candidates will also need to focus on the system of the government which he inherited and the problems relating to this. Closely linked to this is his need to challenge the power of the nobility.</p>		

Question 2 (a)	Russia during the reign of Frederick the Great, 1740-1786	24 Marks
<p><b>Explain why there was rivalry between Russia and the Hapsburg Empire during the reign of Frederick the Great.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> some aspects of Prussia's history during the reign of Frederick the Great.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons for</b> the rivalry between Prussia and the Hapsburg Empire during the reign of Frederick the Great. There will be some emphasis on the nature of the respective states and their rather aggressive interaction on a range of foreign policy issues.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons</b> why there was rivalry between Russia and the Hapsburg Empire during the reign of Frederick the Great. <b>Answers should focus on issues such as</b> the desire for extending and consolidating territory allied to the succession of a female ruler onto the Hapsburg throne which triggered the Prussian invasion of Silesia in 1740. The period following this was dominated by Hapsburg efforts to regain the lost territory. Answers should focus on these efforts culminating in the diplomatic revolution and the seven years war.</p>		

Question 3 (a)	The Hapsburg Empire during the reigns of Charles VI and Maria Theresa, 1711-1780	24 Marks
<p><b>Explain why the Treaty of Utrecht was important for the Hapsburg Empire.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> aspects of the history of the Hapsburg Empire in the years following the Treaty of Utrecht.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons for</b> the importance of the Treaty of Utrecht to the Haspburg Empire. The contextual background may be covered but it will be rather patchy. Preventing the potential union of the thrones of Spain and France will be noted. There will some focus on the gains made by the Hapsburg Empire.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons</b> why the Treaty of Utrecht, 1713 was important for the Hapsburg Empire They will note how the end of the war of Spanish succession resulted in defeat for the Bourbons. A check on the power of Louis XIV in his attempt to pave the way for a possible union of the Spanish Netherlands to Austria would have given the Hapsburgs military bases close to the French frontier.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO 1b
<b>1</b>	<p><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p><b>(1-5 marks)</b></p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue.</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will answer the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC.</i></p>	<p><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue.</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

Question 1 (b)	Russia during the reign of Peter the Great, 1696-1725	36 Marks
<p><b>To what extent was westernisation the most important development of Peter the Great's reign, 1696-1725?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> aspects of the reign of Peter the Great.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the importance of Peter the Great's policy of westernisation while considering other developments such as domestic and foreign policy and Peter's desire to establish his authority in Russia.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate</b> the importance of Peter the Great's policy of westernisation when set against other developments such as Peter's foreign policy, domestic policy and military reforms. Answers will clearly attempt an evaluation of the main issues which affected westernisation – notably Peter's attempt to modernise the state and establish firm links with the west, both on the commercial/economic front and the diplomatic front.</p>		

Question 2 (b)	Russia during the reign of Frederick the Great, 1740-1786	36 Marks
<p><b>To what extent were Frederick the Great's domestic reforms the most significant development in Prussia during the period 1740-1786?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> Prussia during the reign of Frederick the Great.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the significance of the domestic reforms undertaken by Frederick the Great during his reign, and also consider other developments such as foreign policy and economic developments. Some candidates may well adopt a listing response covering various domestic reforms</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate</b> whether or not Frederick the Great's domestic reforms were the most significant development in Prussia during the period 1740-86. Domestic reforms will be set against a range of other significant developments. This was the period which saw Prussia rapidly expand her status as a major power by challenging the might of the Hapsburg Empire, expanding the Prussian state and establish my a formidable alliance with Britain during the Seven Year War. While Frederick's domestic reforms were significant in ensuring internal stability, the power and prestige of his state was forged on the battlefields.</p>		

Question 3 (b)	The Hapsburg Empire during the reigns of Charles VI and Marie Therese, 1711-1780	36 Marks
<p><b>To what extent was the Pragmatic Sanction the most significant development during the Hapsburg Empire, 1711-1780?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> some aspects of the Hapsburg Empire over the period 1711-1780.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> whether the Pragmatic Sanction was the most significant development during the period 1711-1780 in the Hapsburg Empire. They will also consider other development such the War of Austrian succession and the Diplomatic Revolution.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate</b> the extent to which the Pragmatic Sanction was the most significant development in the Hapsburg Empire during period 1711-80 when set against other developments such the War of Austrian Succession, the Diplomatic revolution, relations with Hungary, or domestic reforms. There will be good analysis of the process of securing the Pragmatic Sanction and its consequences and this will be balanced against other significant developments. Some will also focus on domestic reforms in addition to foreign matters. There will be a good analysis of the impact of the Pragmatic Sanction particularly it's failure to secure the integrity of the Empire in 1740.</p>		

### ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
<b>1</b>	<p>The answer will descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(5-8 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues.</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;"><b>(9-16 marks)</b></p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors..</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period.</i></p>
<b>3</b>	<p style="text-align: center;"><b>(9-12 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC.</i></p>	<p style="text-align: center;"><b>(17-24 marks)</b></p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set.</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set.</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set.</i></p>





# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 7**

**UNIT HY 1**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF EUROPE,  
c.1815-1917  
1231/07**



## PART (A)

<b>Question 1 (a)</b>	<b>Europe, c. 1815-1917</b>	<b>24 Marks</b>
<b>Explain why the Eastern Question was a problem for Europe.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> main events of the Eastern Question.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons</b> why the Eastern Question was a problem for Europe. These should include general factors such as the Eastern Question leading to the decline of the Turkish Empire and the fear of Russian expansion or factors such as restoring the balance of power. The instability of the Balkans may also be mentioned.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons</b> why the Eastern Question was a problem for Europe. Candidates may highlight the specific reasons for the intervention of the powers in the Eastern Question. For example, Russia wanted Constantinople and control of the Straits, whereas Britain wanted to control her imperial interests. <b>Answers should focus on</b> the motives of the Great Powers, e.g. British, French and Austrian apprehensions about Russian expansion and the Greek Revolt and France and the Holy places in the Crimean War.		

<b>Question 2 (a)</b>	<b>Italy, 1830-1871</b>	<b>24 Marks</b>
<b>Explain why Cavour had modernised Piedmont by 1859.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> Italian history up to 1859.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons for</b> Cavour's modernisation of Piedmont such as his desire to enhance the reputation of Piedmont as a modern state through the development of the economy, industrialisation and railways, free trade and the political system.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why</b> Cavour modernised Piedmont. <b>Answers should focus on issues such as</b> Cavour's desire to extend the influence of Piedmont throughout the northern part of the peninsula by expelling the Austrian influence there and his desire to enhance Piedmont's role as the potential natural leader of the peninsula. Some candidates might speculate that he wanted to raise the national consciousness of Italy and promote independence.		

Question 3 (a)	Germany, 1830-1871	24 Marks
<p><b>Explain why war broke out between Prussia and Austria in 1866.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> the war between Austria and Prussia. The battle of Sadowa may feature heavily.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons for</b> the outbreak of war between Austria and Prussia in 1866. These should include reference to the question of supremacy in Germany and Austria's fear of exclusion from Germanic affairs.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons for</b> the outbreak of war between Austria and Prussia in 1866. Reference should be made to the wider context of Austro/Prussian rivalry in terms of growing economic power and the political solution for the future of Germany including the greater/lesser solutions for the future of Germany. <b>Answers should focus on issues such as</b> Bismarck's diplomacy, the Schleswig Holstein affair and its implications and that Bismarck's plans for federal reform precipitated a conflict.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO 1b
<b>1</b>	<p><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p><b>(1-5 marks)</b></p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue.</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will answer the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC.</i></p>	<p><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue.</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

<b>Question 1 (b)</b>	<b>Europe, 1815-1856</b>	<b>36 Marks</b>
<b>To what extent did the 1848 revolutions have the most significant impact on Europe in the period 1815-1856?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> Europe between 1815-1856 or of the 1848 revolutions.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate</b> the significance of the 1848 revolutions but consider the significance of other factors such as the Vienna Settlement and autocratic rule.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate</b> the 1848 revolutions and their significance upon the destiny of post war Europe. Candidates should provide examples of the 1848 revolutions. Candidates might well explore the impact of the revolutions in terms of spreading the ideas of liberalism and nationalism. However, they might point out that since the revolutions in the main failed then they were not the most significant development. This should then be balanced against a range of other factors such as, the Vienna settlement and the territorial arrangements, the Eastern Question, the Holy Alliance, the Congress System and the characteristics of general autocratic rule.		

<b>Question 2 (b)</b>	<b>Italy, 1830-1871</b>	<b>36 Marks</b>
<b>To what extent did foreign powers have the most important influence upon Italian unification in the period 1830-1871?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> Italian unification or the part played by foreign powers.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate</b> the influence of foreign powers upon unification and also consider the importance of other factors such as the roles of Cavour and Mazzini, or the contribution of Garibaldi.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate</b> the extent of the influence of foreign powers upon Italian unification when set against other factors. Without the changing nature of the international situation, the Austro-Prussian war, and the Franco-Prussian war, final unification would have remained incomplete. The overall support of Louis Napoleon was also invaluable. Candidates might explore the negative impact of the foreign powers such as France and Austria upon unification and the indirect support of Britain. However, without the nationalist movement would unification have become an agenda? Without Garibaldi's impetuosity and drive perhaps the movement would never have gained any sort of momentum; this will be balanced against the influence of Mazzini, Victor Emmanuel and Cavour's diplomacy on occasion.		

Question 3 (b)	Germany, 1830-1871	36 Marks
<p><b>To what extent was the Zollverein the most significant influence on German unification in the period 1830-71?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of the Zollverein.</b></p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the importance of the Zollverein in the process of unification. Answers should consider the extent to which Germany was united by "coal and iron" as opposed to the importance of other factors such as the decline of Austria or the diplomacy of Bismarck. Candidates should consider that the Zollverein year by year increased Germany's capacity to tackle Austria on the battlefield for supremacy in Germany.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate</b> the importance of the Zollverein in the process of unification. There should be focus upon the fact that economic concentration did not necessarily lead to political unification. Candidates should evaluate the view that Germany was united by 'coal and iron' against the alternative 'blood and iron', by considering the roles of issues such as Bismarck's diplomacy, the decline of Austria and the end of the Grossdeutschland option and Prussian military power. Candidates will also focus upon a range of other factors, such as the importance of the establishment of the German Confederation, the failure of the Frankfurt Assembly and the influence of nationalist movements.</p>		

### ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
<b>1</b>	<p>The answer will descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(5-8 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues.</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;"><b>(9-16 marks)</b></p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors..</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period.</i></p>
<b>3</b>	<p style="text-align: center;"><b>(9-12 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC.</i></p>	<p style="text-align: center;"><b>(17-24 marks)</b></p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set.</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set.</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set.</i></p>





# AS/AL HISTORY

## MARKING SCHEME

**PERIOD STUDY 8**

**UNIT HY 1**

**JANUARY 2012**

**ASPECTS OF THE HISTORY OF EUROPE,  
c. 1878-1980  
1231/08**



## PART (A)

<b>Question 1 (a)</b>	<b>International relations, c.1878-1920</b>	<b>24 Marks</b>
<b>Explain why there was instability in the Balkans up to 1914.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> events in the Balkans up to 1914.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons for</b> instability in the Balkans up to 1914. These might include references to Balkan nationalism and the demands for Slavic independence. There will be mention of the impact upon the Austrian Empire or general references to Austro-Hungarian and Serbian rivalry.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons</b> why there was instability in the Balkan up to 1914. There might be general references to why tensions had boiled over in the past, such as the rivalry between Slav nationalist aspirations and the Austro-Hungarian empire. Other reasons will include the fact that Austria Hungary was looking for political expansion into the Balkan peninsula; the role of Aehrenthal and his policy of involvement, the Pig war, annexation of Bosnia Herzegovina, the results of the Balkan wars, the assassination and the ultimatum given to Serbia.		

<b>Question 2 (a)</b>	<b>Italy, 1918-1944</b>	<b>24 Marks</b>
<b>Explain why Italy invaded Abyssinia.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> Italian foreign policy or the invasion of Abyssinia.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons</b> why Italy invaded Abyssinia. This will include general references to the fact that Mussolini wanted to develop his 'cult' and that he wanted to rally support at home.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons</b> why Italy invaded Abyssinia. There should be long-term as well as short-term factors. Expect references to the long-term desire to avenge the defeat at Adowa in 1896, colonial ambitions, the economic benefits to appease the Pope and extend Catholic influence and the WalWal incident.		

Question 3 (a)	The Communist revolution in Russia, c.1917-1941	24 Marks
<p><b>Explain why there was a Bolshevik revolution in Russia in October 1917.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> Russia in 1917 or of the October Revolution.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons</b> why there was a Bolshevik revolution in October 1917. There should be general focus upon the power vacuum at the heart of the provisional government, the Bolshevik coup and the role of Lenin. There may be general references to the need for a Communist revolution in Russia.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons</b> why there was a Bolshevik revolution in October 1917. Candidates should highlight the failures of the provisional government, the role of Lenin, the failure to solve the land question, the continuation of the war, Lenin's April Theses, Lenin outflanking the other parties and the military coup directed by Trotsky.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO 1b
<b>1</b>	<p><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p><b>(1-5 marks)</b></p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue.</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will answer the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC.</i></p>	<p><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue.</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

Question 1 (b)	International relations, 1878-1920	36 Marks
<p><b>To what extent was colonial rivalry mainly responsible for creating international tensions in the period 1878-1920?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> colonial expansion and rivalry in this period.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will evaluate the</b> role of colonial rivalry in creating international tensions but also consider the importance of other factors such as Balkan nationalism and the alliance system in poisoning international relations.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of</b> colonial rivalries in the period in creating international tension. Candidates should refer to the Scramble for Africa in general and to the Moroccan crisis and the Fez and Agadir incidents. They may refer to Bosnia-Herzegovina and perhaps even China and Weltpolitik. Candidates should evaluate the contribution of colonial rivalries and may make a judgement such as the fact that they damaged relations but that they also provided a safety valve through which the powers could let off steam. Also the major disputes were mostly resolved. This should be evaluated against the contribution of other factors that led to international tension such as German foreign policy ambitions, alliances, the naval race, the implications of Balkan instability, the arms race, the general militarism and the role of other powers. The Peace Settlements may be mentioned at the end of this period.</p>		

Question 2 (b)	Italy, 1918-1946	36 Marks
<p><b>To what extent were industrial workers the group most affected by the Fascists government in Italy in the period 1922-1944?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> life for people in Fascist Italy.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> whether or not industrial workers were the group most affected by the Fascist government. They will also consider the effect of the government upon other groups in society such as women, the clergy, young people and intellectuals.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the</b> effect of the Fascist government upon industrial workers both in a positive or a negative way. There will be mention of the fact that the regime removed the right to strike, the Charter of Labour failed to guarantee a minimum wage, unemployment increased and yet sick pay was introduced through welfare reform. Candidates will evaluate whether industrial workers were most affected and weigh this up against the effects of the regime on other groups in society such as peasants and farm labourers, the clergy, ethnic minorities, women, the young and politicians.</p>		

Question 3 (b)	The Communist revolution in Russia, 1917-1941	36 Marks
<p><b>To what extent were agricultural workers the group most affected by the Communist revolution in Russia in the period 1917-1941?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> the Communist revolution and its impact on life 1917-1941.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will evaluate</b> whether agricultural workers were the group most affected by the Communist revolution and also consider the significance of some other developments such as the impact of the Communist revolution upon other groups such as industrial workers, women, and political opponents.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the significance of</b> the impact of the Communist revolution upon agricultural workers. Candidates should examine the impact of the NEP, collectivisation, the elimination of the Kulaks, that the agricultural workers suffered because of starvation, loss of Kulak expertise, rebellious peasants, inexperience of collective managers and the sharp decline in agricultural production and livestock. This should be evaluated against the impact of the Communist revolution upon other groups in society such as industrial workers, women and the family and the way in which the revolution generally worked against women, education and the extent to which socialism was being built in school, the church/religion and the extent of atheism, the impact of the terror on politics and the cultural revolution and its impact generally upon Russian society.</p>		

### ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
<b>1</b>	<p>The answer will descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question.</i></p>
<b>2</b>	<p style="text-align: center;"><b>(5-8 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth. There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues.</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;"><b>(9-16 marks)</b></p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors..</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period.</i></p>
<b>3</b>	<p style="text-align: center;"><b>(9-12 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC.</i></p>	<p style="text-align: center;"><b>(17-24 marks)</b></p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set.</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set.</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set.</i></p>