



GCE MARKING SCHEME

**HISTORY - HY1
AS/Advanced**

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCE HISTORY - HY1. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

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UNIT HY1

PERIOD STUDY 1

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

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Richard Empson and Edmund Dudley were executed by Henry VIII.

Candidates are expected to show understanding of the inter-relationship of the reasons why Richard Empson and Edmund Dudley were executed by Henry VIII.

Some of the issues to consider may include:

- the influence of resentful and powerful noble enemies
- faction at court and powerful political interests
- the manipulation of a young, inexperienced king, seeking popularity and bowing to advice or pressure
- unpopularity of the two ministers, for example, Empson and Dudley had a reputation for ruthlessness
- jealousy and rivalry of ambitious individuals at court

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Protestantism was established during the reign of Edward VI.

Candidates are expected to show understanding of the inter-relationship of the reasons why Protestantism was firmly established during the reign of Edward VI.

Some of the issues to consider may include:

- the influence of the continental Reformation and of European leaders, such as Luther and Calvin
- the work and influence of Cranmer, a well respected English theologian
- the Protestantism of the Crown's leading ministers, Somerset and Northumberland
- the King's belief in and adherence to the new religion
- the agreed desire to see the church and religion reformed. Protestantism was associated with reform and progress by many people

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the monarchy felt threatened by the Pilgrimage of Grace.

Candidates are expected to show understanding of the inter-relationship of the reasons why the monarchy felt threatened by the Pilgrimage of Grace.

Some of the issues to consider may include:

- disruption to local government and tax or revenue raising
- it contributed to the collapse of law and order by setting a bad example that might be followed by others
- it had the potential to unseat the King and was the largest rebellion of the sixteenth century
- support of the Pope for the pilgrims involved in the rebellion
- fear of foreign intervention by either Spain or France
- to the authorities at the time all rebellions would have been regarded as a threat

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why enclosures became widespread in this period.

Candidates are expected to show understanding of the inter-relationship of the reasons why enclosures became widespread.

Some of the issues to consider may include:

- agricultural changes including a decline in arable farming
- aggressive attitude of landlords/landholder
- encouragement by local and national authorities
- desire for profit caused by the potential increase in the price of food
- general rise in population leading to more demand for food.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the creation of the Privy Council the most significant development in politics and government in the period 1483-1543?

Candidates are expected to reach a substantiated and supported judgement about whether the creation of the Privy Council was the most significant development in politics and government in the period 1483-1543.

The significance of the creation of the Privy Council should be analysed and evaluated in relation to issues such as:

- the Eltham Ordinances
- the purpose and work of the reformed Council
- the people appointed to the Council
- the impact of the Council and its relationship with the Crown

The significance of the creation of the Privy Council should be evaluated against other developments in politics and government in the period.

Some other developments to evaluate may include:

- financial and bureaucratic reforms such as the creation of a new department of state – the Court of Augmentations and reorganisation of existing departments – the Court of Wards
- the reform and reorganisation of regional/local government in Wales and in the north
- the development of Parliament and government by parliamentary statute
- constitutional reform and the relationship between church and state
- the changing role of the monarchy

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Elizabethan Church Settlement the most important of the religious changes in the period 1529-1570?

Candidates are expected to reach a substantiated and supported judgement about whether the Elizabethan Church Settlement was the most important of the religious changes in the period 1529-1570.

The importance of the Elizabethan Church Settlement should be analysed and evaluated in relation to issues such as:

- the Acts of Supremacy and Uniformity.
- the use of prayer books and changes in order of worship and church services.
- the purpose of the Settlement – an attempt to reform the state church and satisfy both Catholics and Protestants.
- the impact of the Settlement on the development of the Protestant Anglican church.

The importance of the Elizabethan Church Settlement should be evaluated against other changes in religion in the period.

Some other religious changes to evaluate may include:

- the Break with Rome and Henry VIII becoming head of the Church
- the influence and impact of the European Reformation
- the Translation of the Scriptures
- the Dissolution of the Monasteries and Chantries
- the religious legislation passed by Edward VI's Parliaments
- the Counter-Reformation of Mary I
- the influence of individuals like Cranmer

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was poverty mainly responsible for causing the rebellions in the period 1529-1569?

Candidates are expected to reach a substantiated and supported judgement about whether poverty was mainly responsible for causing the rebellions in the period 1529-1569.

The influence of poverty as a cause of rebellion should be analysed and evaluated in relation to issues such as:

- the effect of enclosures
- the impact of unemployment
- inflation - price rises in food and other goods
- the spread of vagrancy

The influence of poverty should be evaluated against other causes of rebellion in the period.

Some other causes and rebellion to evaluate may include:

- government neglect including the apparent indifference of government to the plight of the poor
- government response in terms of ruthless enforcement of laws
- social changes and dislocation when moving to find work in towns and elsewhere
- religious grievances such as the closure of monasteries, changes in religion and church services
- the weak response of the Church and failure of church leaders to help

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the growth of towns the most significant development in the society and economy of Wales and England 1525-1588?

Candidates are expected to reach a substantiated and supported judgement about whether the growth of towns was the most significant development in the society and economy of Wales and England in the period 1483-1543.

The significance of the growth of towns should be analysed and evaluated in relation to issues such as:

- the development in markets and fairs and opportunities for employment
- growth in wealth and spending power of townspeople
- development of trade and supporting infrastructure such as roads
- attraction of towns to country folk
- the spread of ideas due to contacts with foreign traders

The significance of the growth of towns should be evaluated against other developments in the society and economy of Wales and England in the period.

Some other developments to evaluate may include:

- the rise of the gentry
- rise and spread of poverty and vagrancy
- creation and development in landed estates
- growth in industry
- greater social mobility

UNIT HY1

PERIOD STUDY 2

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

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Petition of Right was passed in 1628.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Petition of Right was passed in 1628.

Some of the issues to consider may include:

- the dispute with Parliament over taxation
- the King's belief in Divine Right
- Parliament's attempt to take a greater role in government
- the role of the royal prerogative
- anti-royal propaganda
- the general personality of Charles

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Rump Parliament was closed in 1653.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Rump Parliament was closed in 1653.

Some of the issues to consider may include:

- to strengthen and consolidate Cromwell's power
- to secure the Republic and destroy any opposition
- the corruption of some individual MPs
- the general failure of parliamentary government
- to provide greater security via military rule

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there was an Exclusion Crisis in 1679-1681.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was an Exclusion Crisis in 1679-1681.

Some of the issues to consider may include:

- lack of a male heir/successor to Charles II
- the unpopularity of James II
- fear of the Catholic religion
- party political rivalry between Tories and Whigs
- James's pact with the Catholic French
- growing political tension and unrest in Parliament

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Fifth Monarchy movement was established.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Fifth Monarchy movement was established.

Some of the issues to consider may include:

- the Fifth Monarchy movement was established in 1651 as a reaction against the established church
- to challenge the political power vested in the hands of unrepresentative MPs in parliament
- anger and frustration at the government's religious policy
- the changing attitude of the people to, and the spread of radical ideas about, religion

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the promotion of royal favourites mainly responsible for the tension between the Crown and Parliament in the period 1603-1642?

Candidates are expected to reach a substantiated and supported judgement about whether the promotion of royal favourites was mainly responsible for the tension between the Crown and Parliament in the period 1603-1642.

The influence of the promotion of royal favourites as a cause of tension should be analysed and evaluated in relation to issues such as:

- the impact of Carr and Buckingham, favourites of James I
- the impact of Laud and Wentworth, favourites of Charles I
- promotion of many other to positions of power in government, the church and to the Privy Council
- rewards of titles, land and money

The promotion of royal favourites should be evaluated against other factors contributing to the tension between the Crown and Parliament in this period.

Some other issues to evaluate may include:

- financial problems
- religious policy
- Parliament and the growing assertiveness of MPs
- foreign policy
- relations with Ireland and Scotland
- opposition to divine right and the Personal Rule

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the rule of the Major-Generals the most significant development in government the period 1637-1660?

Candidates are expected to reach a substantiated and supported judgement about whether the rule of the Major-Generals was the most significant development in government in the period 1637-1660.

The influence of the rule of the Major-Generals should be analysed and evaluated in relation to issues such as:

- the Major-Generals were successful in law enforcement
- they were successful in curbing security threats to the Protectorate
- they were regarded as tyrannical despots whose influence was largely negative
- their attempts at curbing the nation's morals varied according to the zeal of individual officers

The significance of the rule of the Major-Generals should be evaluated against other developments in government in the period 1637-1660.

Some other developments to evaluate may include:

- the effects of the Civil War
- the impact of the regicide
- the demise of parliamentary rule
- the effect of the protectorate on government
- foreign affairs

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Restoration Settlement the most significant development in the reign of Charles II 1660-1685 ?

Candidates are expected to reach a substantiated and supported judgement about whether the Restoration Settlement was the most significant development in the reign of Charles II.

The significance of the Restoration Settlement should be analysed and evaluated in relation to issues such as:

- the invitation to Charles II to resume the throne
- the Declaration of Breda
- definition of royal and parliamentary powers

The significance of the Restoration Settlement should be evaluated against other developments in the reign of Charles II.

Some other developments to evaluate may include:

- the development of Parliament and Parliamentary power and influence
- the decline in the power and authority of the crown
- the development of political ideas and party politics
- religion and radical religious ideas
- foreign affairs

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was religion the most important influence on the growth in Radicalism and Dissent in the period 1645-1681?

Candidates are expected to reach a substantiated and supported judgement about whether religion was the most important influence on the growth in Radicalism and Dissent in the period 1645-1681.

The influence of religion on the growth of Radicalism and Dissent should be analysed and evaluated in relation to issues such as:

- abolition of deans and chapters of cathedrals and church courts
- Act for the Propagation of the Gospel in Wales
- the passing of the Blasphemy Act
- suppression of radical groups such as the Ranters
- compulsory attendance at church was abolished

The influence of religion should be evaluated against other factors which influenced the growth in Radicalism and Dissent.

Some other influences to evaluate may include:

- the development in religious ideas
- the early encouragement of radicalism
- decline in support for Anglicanism
- greater toleration and lessening of persecution
- popularity of radicalism
- Cromwell's failure to control radical ideas and groups

UNIT HY1

PERIOD STUDY 3

ASPECTS OF THE HISTORY OF WALES AND ENGLAND 1780 - 1886

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Reform Act of 1832 was passed.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Reform Act was passed.

Some of the issues to consider may include:

- the defects and inadequacies of the old system.
- the growth of radicalism.
- the split in the Tory party over Catholic Emancipation.
- the motivation of the Whigs to avoid revolution in 1831-1832.
- the need to appeal to the middle classes.

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Chartist movement began.

Candidates are expected to show understanding of the inter-relationship of the reasons for the beginning of the Chartist movement.

Some of the issues to consider may include:

- disappointment with the Reform Act 1832.
- the legislation of the Whigs (Poor Law Amendment Act, Factory Act, police forces).
- economic depression 1837-1842.
- attack on trade unions.
- radicalism and Owenism.
- experience of protest.

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Public Health Act of 1848 was passed.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Public Health Act of 1848 was passed.

Some of the issues to consider may include:

- the impact of Edwin Chadwick's report 1842.
- recurring outbreaks of cholera.
- the impact of the Royal Commission on the Health of Towns.
- the impact of the Health of Towns Association 1844
- the influence of Shaftesbury.
- the general condition of the industrial towns.

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why war broke out between Britain and France in 1793.

Candidates are expected to show understanding of the inter-relationship of the reasons why war broke out between Britain and France in 1793.

Some of the issues to consider may include:

- mounting concerns about the September Massacres
- the execution of Louis XVI
- the threat of revolution
- the French Proclamation of Fraternity
- the occupation of Belgium and the threat to British trade

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid-Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were the policies of the Younger Pitt the most significant influence on parliamentary reform and politics in the period 1780-1932?

Candidates are expected to reach a substantiated and supported judgement about whether the policies of the Younger Pitt were the most significant influence on Parliamentary reform and politics in this period.

The significance of the policies of the Younger Pitt should be analysed and evaluated in relation to issues such as:

- his attempts to reform Parliament in 1783 and 1785
- introduction of repressive legislation
- suspension of Habeas Corpus, 1794
- use of spies and traditional law enforcement agencies

The significance of the policies of the Younger Pitt should be evaluated against other significant influences on parliamentary reform and politics.

Some other influences to evaluate may include:

- the early reform movement
- the impact of the French Revolution
- the responses of Lord Liverpool's government to the radical challenge
- the reforms of the Liberal Tories
- the Reform Act crisis, 1830 - 1932

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the growth of trade unionism the most significant influence upon popular protest in the period 1815-1848?

Candidates are expected to reach a substantiated and supported judgement about whether the growth of trade unionism was the most significant influence on popular protest.

The significance of the growth of trade unionism should be analysed and evaluated in relation to issues such as:

- repeal of the Combination Acts, 1824
- the Grand National Consolidated Trades Union, 1834
- the Tolpuddle Martyrs, 1834
- the influence of individuals such as Robert Owen (Owenism)

The significance of the growth of trade unionism should be evaluated against other influences on popular protest.

Some of other influences to evaluate may include:

- urban conditions and risings like that in Merthyr.
- rural conditions and protests such as Swing and Rebecca.
- the Chartist movement.
- the Anti-Corn Law League.
- the anti-Poor Law movement.

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

How far was government action mainly responsible for bringing about social reform in the period 1815-1848?

Candidates are expected to reach a substantiated and supported judgement about whether government action was mainly responsible for bringing about social reform.

The influence of government action should be analysed and evaluated in relation to issues such as:

- Royal Commissions such as Poor Law in the 1830s
- Peel's Commission on the Health of Towns
- Select Committees on issues such as factories and mines
- government grants to education, 1833
- legislation on issues such as working conditions, Poor Law and public health

The influence of government action should be evaluated against other important factors that helped bring about social reform.

Some other factors to evaluate may include:

- the influence of humanitarians and religion.
- the influence of the utilitarians.
- the influence of campaigns and pressure groups.
- general concerns about conditions in the industrial towns.

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Congress System the most important influence upon British foreign policy in the period 1793-1841?

Candidates are expected to reach a substantiated and supported judgement about whether the Congress system was the most important influence upon British foreign policy in the period 1793 - 1841.

The influence of the Congress system should be analysed and evaluated in relation to issues such as:

- Castlereagh's proposal to the Quadruple Alliance, 1815
- Castlereagh's opposition to the use of the Congress System to suppress liberal uprisings
- Castlereagh's proposal to admit France to the alliance, 1818
- Castlereagh's refusal to attend Laibach and Verona
- Canning's outright opposition, 1822-1827

The influence of the Congress System should be evaluated against other influences upon British foreign policy.

Some other influences to evaluate may include:

- the wars against France 1793-1815.
- the Eastern Question.
- the balance of power.
- trade and commercial interests.
- strategic interests.
- the growth of liberal and nationalist movements in Europe.

UNIT HY1

PERIOD STUDY 4

ASPECTS OF THE HISTORY OF WALES AND ENGLAND: 1880-1980

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Liberal government of 1906-1914 introduced social reforms.

Candidates are expected to show understanding of the inter-relationship of the reasons why social reforms were introduced by the Liberal government. Some of the issues to consider may include:

- the need to address specific issues as regards the rights and general treatment of children in order to safeguard the future.
- the importance of caring for an ageing population
- the importance of addressing the social needs of particular groups e.g. workers
- creating a precedent for future social intervention through taxation

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Britain followed a policy of appeasement between 1937-1939.

Candidates are expected to show understanding of the inter-relationship of the reasons why Britain followed a policy of appeasement between 1937-1939. Some of the issues to consider may include:

- the need to protect her economic security
- the need to protect the Empire
- the fear of war and war weariness
- military considerations
- the fear of other nations e.g. Germany, Italy or Russia
- gaining time for rearmament
- personal convictions of British Prime Ministers

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the National Government was formed in 1931.

Candidates are expected to show understanding of the inter-relationship of the reasons why the National Government was formed in 1931. Some of the issues to consider may include:

- the impact of the depression
- specific issues such as the Labour Government inability to agree about making cuts in spending and reducing wages
- the lack of will to make cuts in unemployment benefit
- lack of unity within the labour Government
- the need for co-operation in times of hardship
- the willingness of other leaders, and the King to rally around MacDonald
- political and/or self-motivating factors

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why some women achieved the right to vote in 1918.

Candidates are expected to show understanding of the inter-relationship of the reasons why some women achieved the right to vote in 1918. Some of the issues to consider may include:

- the impact of the campaign for women's suffrage. Expect reference to both Suffragettes and Suffragists
- the impact of the Great War on attitudes to women
- the impact of educational reforms in the early 20th century
- the changing attitudes of political parties and leading politicians
- that it was only done in order to enfranchise men who had contributed during the war (an unavoidable add-on).

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the First World War the main influence on the lives of the people of Wales and England in the period 1880-1929?

Candidates are expected to reach a substantiated and supported judgement about whether the First World War was the main influence on the lives of the people in Wales and England in the period 1880-1929.

The influence of the First World War should be analysed and evaluated in relation to issues such as:

- increased influence of the Government over the lives of the citizens of Britain
- the impact of the Great War on the lives of the people both military and on the home front
- the lasting legacy of war on Britain's economy during the 1920s

The influence of the First World War should be evaluated against other important influences on the lives of the people of Wales and England in this period. Some of the issues to evaluate may include:

- the increasing call for social reform at the turn of the century
- the Liberal governments attempts at reform 1906-14
- economic considerations and the needs of the British industry
- the influence of industrial disputes such as the General Strike

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was fear of Germany the main influence on British foreign policy between 1902-1939?

Candidates are expected to reach a substantiated and supported judgement about how influential the fear of Germany was to British foreign policy between 1902-1939.

The influence of the fear of Germany on British foreign policy should be analysed and evaluated in relation to issues such as:

- Britain's relationship with Germany post 1914
- economic and military rivalry
- the reaction to the growth of fascism
- the policy of appeasement

The fear of Germany should be evaluated against the influence of other major factors on British foreign policy in this period. Some of the issues to evaluate may include:

- empire (which may not be linked with economic issues)
- the desire for isolation
- war-weariness and the need to avoid war at all cost
- the fear of other nations such as Russia
- the desire for collective security and co-operation through the League of Nations

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the decline of the Liberal Party the main development in British politics from 1900-1940?

Candidates are expected to reach a substantiated and supported judgement about whether the decline of the Liberal Party was the main development in British politics from 1900-1940.

The importance of the decline of the Liberal Party should be analysed and evaluated in relation to issues such as:

- the changing electoral base
- the split within the Liberal Party
- the influence and criticism of Lloyd George
- the effect of war

The influence of the importance of the decline of the Liberal Party should be evaluated against other notable developments in British politics in this period. Some of the issues to evaluate may include:

- the reform of the House of Lords 1911
- the emergence and development of the Labour Party
- the establishment of the National Government
- the increase in voting rights
- the period of Conservative party dominance
- the rise and fall of prominent governments and political figures
- the rise of minority parties

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Suffragette movement mainly responsible for changes in the role and status of women in the period 1880-1929?

Candidates are expected to reach a substantiated and supported judgement about whether the Suffragette movement was mainly responsible for the changes in the role and status of women 1880-1929.

The impact of the Suffragette movement on changing the role and status of women should be analysed and evaluated in relation to issues such as:

- the influence of notable individuals such as Pankhurst or Fawcett
- the response to violent disorder
- the response to government intervention e.g. Cat and Mouse Act
- the changing focus of the movement during and after the war
- the impact on the public consciousness

The impact of the Suffragette movement should be evaluated against other factors responsible for changes in the role and status of women in this period. Some other factors to evaluate may include:

UNIT HY1
PERIOD STUDY 5
ASPECTS OF THE HISTORY OF EUROPE, c.1515-1621

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Ottoman army was successful in this period.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Ottoman army was successful in this period.

Some of the issues to consider may include:

- the Ottoman army was a force loyal to the Sultan
- unlike European armies, they were not mercenaries but were a standing army
- the Ottoman army contained elite troops known as janissaries
- they trained as a combined force and were not allowed to marry
- Western European armies were formed only for specific battles and were often not paid and, therefore, not very loyal
- the Ottoman army was funded by the large wealth of the Ottoman Empire

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Tetzel's sale of indulgences angered Martin Luther.

Candidates are expected to show understanding of the inter-relationship of the reasons why Tetzel's sale of indulgences angered Martin Luther.

Some of the issues to consider may include:

- Martin Luther had rejected the idea that salvation could be bought. He believed in Sola Fide, by faith alone.
- Tetzel's sale, in 1517, of a special issue indulgence particularly angered Luther.
- Luther was concerned with his own salvation and did not appear to be anti-papal or anti-clerical at the beginning of the Reformation but he was angry that Germans were being tricked by the Catholic Church into believing a soul could be sprung from purgatory on payment of money.
- Luther could find no reference to indulgences in the Bible and, as he was evangelical, he believed that the Bible was the true word of God (Sola Scriptura).

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Francis I felt threatened by the power of Spain.

Candidates are expected to show understanding of the inter-relationship of the reasons why Francis I felt threatened by the power of Spain.

Some of the issues to consider may include:

- Spain was the most powerful country in Western Europe. Charles V's inherited monarchia was the largest seen since Charlemagne.
- many neighbouring nations were threatened.
- this threw up specific issues such as the perceived threat of encirclement of France
- this also showed itself with rivalry over control of Milan and power in the Italian states
- much of this perceived threat came after rivalry over the crown of the Holy Roman Empire

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Charles V was elected Holy Roman Emperor.

Candidates are expected to show understanding of the inter-relationship of the reasons why Charles V was elected Holy Roman Emperor. Some of the issues to consider may include:

Some of the issues to consider may include:

- election had to take place because Maximilian had died without naming his successor
- Maximilian was Charles' Hapsburg grandfather
- the German electors were prepared to be bribed at the election
- Charles V had more money to bribe than his nearest rival, Francis I
- Charles V was the most powerful monarch in Western Europe and so brought additional prestige and power to his role

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was rivalry between Spain and France mainly responsible for Ottoman success in expanding into Europe in the period 1520-1571?

Candidates are expected to reach a substantiated and supported judgement about whether the rivalry between Spain and France could be considered mainly responsible for Ottoman success in expanding into Europe in the period 1520-1571.

The influence of the role of rivalry between Spain and France on the successful expansion of the Ottoman Empire should be analysed and evaluated in relation to issues such as:

- it was a distraction to a unified response to the Ottomans
- it involved France entering into a secret alliance with the Turks, allowing access to French ports for the Ottoman navy
- it involved expensive conflict in northern Italy over Milan leaving less money to fight the Ottomans
- it prevented the earlier formation of a Holy League which eventually found success against the Ottomans in 1571 at the battle of Lepanto

The influence of the role of the rivalry between Spain and France should be evaluated against other factors that were important in causing the expansion of the Ottoman Empire into Europe in this period.

Some of the other factors to evaluate may include:

- the leadership of the Sultans
- the administration structure of the Empire
- the wealth of the Empire which helped to sustain conquest
- the strength of the Ottoman army and navy
- the strategic position of Constantinople

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were Martin Luther's publications mainly responsible for the development of the German Reformation, 1517-1555?

Candidates are expected to reach a substantiated and supported judgement about whether Martin Luther's publications were mainly responsible for the development of the German Reformation, 1517-1555.

The influence of Martin Luther's publications on the development of the German Reformation should be analysed and evaluated in relation to issues such as:

- the impact of publications such as the 95 Theses, Address to the German Nobility and Babylonian Captivity
- the widespread dissemination of his tracts because of the use of the printing press
- the impact of the Bible being translated into German
- the impact of publications on the literate urban population

The influence of Martin Luther's publications should be evaluated against other factors that influenced the development of the German Reformation in this period.

Some other influences to evaluate may include:

- support from the princes
- support from the peasants
- the un-coordinated response of opposition from the papacy
- the reaction of Charles V which aided the development of the Reformation in Germany
- the role of other key individuals
- the role of nationalism and economics

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the increase in religious intolerance the most significant development in the reign of Francis I, 1515-1547?

Candidates are expected to reach a substantiated and supported judgement about whether the increase in religious intolerance was the most significant development in the reign of Francis I, 1515-1547.

The significance of the increase in religious intolerance should be analysed and evaluated in relation to issues such as:

- his relationship with the Catholic Church at the beginning of his reign, created by the Concordat of Bologna of 1516
- Francis I's early ambivalence towards the growth of Protestantism in France
- Francis I's interpretation of heresy - Circle of Meaux
- change in policy to one of persecution after the Affair of the Placards, 1534 but then later moderated because of the need to be on good terms with German princes
- the end of his reign saw more changes towards intolerance of the Huguenots

The significance of the increase in religious intolerance should be evaluated against other significant developments during Francis I's reign.

Some other developments to evaluate may include:

- the rivalry with the Hapsburgs
- social and financial developments
- the issue over whether there was a growth in absolutism in his reign
- the development of the Renaissance in France
- developments in the government of France

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

How far was the conquest of the New World the most significant factor in the development of Spain in the reign of Charles V, 1516-1556?

Candidates are expected to reach a substantiated and supported judgement about whether the conquest of the New World was the most significant factor in the development of Spain in the reign of Charles V, 1516-1556.

The significance of the conquest of the New World in the development of Spain should be analysed and evaluated in relation to issues such as:

- the political, economic and social impact of the conquest of Mexico and Peru on Spain
- trade with the New World and its impact on Spanish inflation
- New World bullion and its impact on Spanish development
- religious implications of the conquest of the New World
- political prestige of the conquest of the New World

The significance of the conquest of the New World should be evaluated against other significant factors in the development of Spain during the reign of Charles V.

Some other factors to evaluate may include:

- the Ottoman threat
- the development of the Reformation
- foreign affairs including areas such as the Low Countries
- political and social problems in Spain

UNIT HY1
PERIOD STUDY 6
ASPECTS OF THE HISTORY OF EUROPE, C.1696-1815

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Peter the Great embarked on the building of St Petersburg.

Candidates are expected to show understanding of the inter-relationship of the reasons why Peter the Great embarked on the building of St Petersburg.

Some of the issues to consider may include:

- the policy of Westernisation
- to secure trading opportunities
- to take advantage of the defeat of Sweden to attempt to dominate the Baltic
- to raise the status of Russia as a major country
- to show his own credentials as a European leader

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Frederick the Great invaded Silesia in 1740.

Candidates are expected to show understanding of the inter-relationship of the reasons why Frederick the Great invaded Silesia in 1740.

Some of the issues to consider may include:

- his desire to extend Prussian territory at the expense of the Hapsburgs
- his concerns over Maria Theresa's succession
- Frederick's desire to raise the profile of Prussia in Europe
- the opportunity to demonstrate Prussian power to smaller German neighbours
- economic benefits of procuring Silesia

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Maria Theresa attempted to reform serfdom in the Hapsburg Empire.

Candidates are expected to show understanding of the inter-relationship of the reasons why Maria Theresa attempted to reform serfdom in the Hapsburg Empire.

Some of the issues to consider may include:

- the perceived economic benefits for the Empire
- Maria Theresa's enlightened ideas
- to counter the power of nobles and landlords
- a degree of sympathy for the plight of the peasantry

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Diplomatic Revolution occurred.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Diplomatic Revolution occurred.

Some of the issues to consider may include:

- the general separation and conflict of interests between Austria, Britain and France
- the impact of the War of Austrian Succession of 1748
- Britain no longer saw Austria as sufficient protection against France
- growth in the ambition of Prussia, supported by Britain
- Austria's need of a new ally - France

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was Peter the Great's involvement in the Great Northern War the most significant development of his reign 1696-1725?

Candidates are expected to reach a substantiated and supported judgement about whether Peter the Great's involvement in the Great Northern War was the most significant development of his reign.

The significance of Peter the Great's involvement in the Great Northern War should be analysed and evaluated in relation to issues such as:

- challenging the power of Sweden in the Baltic
- the growth in power of Russia
- territorial gain
- raising awareness and fear of Russia in Europe

The significance of Peter the Great's involvement in the Great Northern War should be evaluated against other developments in Russia during his reign.

Some other developments to evaluate may include:

- reform of the Russian Church
- reform of the nobility
- modernisation of Russia
- economic development and trade
- other aspects of Russian foreign policy

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the emergence of Prussia as a great power the most significant development of Frederick the Great's reign 1740-1786?

Candidates are expected to reach a substantiated and supported judgement about whether the emergence of Prussia as a great power was the most significant development of Frederick the Great's reign 1740-1786.

The significance of the emergence of Prussia as a great European power should be analysed and evaluated in relation to issues such as:

- the growth of the Prussian army
- the acquisition of expanded territory
- the status of Prussia amongst other Germanic states
- the response of other European powers
- whether Prussia could really be called a 'great power' in terms of regional geopolitics

The significance of the emergence of Prussia as a great power should be evaluated against other developments in Prussia during Frederick the Great's reign.

Some further developments to evaluate may include:

- the influence of enlightened ideas
- domestic reforms
- stimulating the economy
- religious toleration
- supporting the arts and sciences

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Pragmatic Sanction the most significant development in the Hapsburg Empire in the period 1711-1780?

Candidates are expected to reach a substantiated and supported judgement about whether the Pragmatic Sanction was the most significant development in the Hapsburg Empire in the period 1711-1780.

The significance of the Pragmatic Sanction on the Hapsburg Empire should be analysed and evaluated in relation to issues such as:

- the search to gain foreign recognition for the Pragmatic Sanction
- the failure to prepare Maria Theresa properly for rule
- its ultimate failure to secure the integrity of the Empire in 1740
- its role in the outbreak of the War of Austrian Succession

The significance of the Pragmatic Sanction should be evaluated against other developments in the Hapsburg Empire, 1711-1780.

Some other developments to evaluate may include:

- domestic reforms in areas such as the military, civil rights, religion and education
- the War of Austrian Succession and its impact
- the effect of the Diplomatic revolution
- relations with Hungary

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were changes in the balance of power the main influence on international relations in the period 1710-1756?

Candidates are expected to reach a substantiated and supported judgement about whether changes in the balance of power were the main influence on international relations in the period 1710-1756.

The influence of the changes in the balance of power should be analysed and evaluated in relation to issues such as:

- the changing relationship between Austria and Prussia
- the growing power and influence of Britain
- the increasing fear of Russia
- the ambition of Prussia

The influence of changes in the balance of power should be evaluated against other influences on international relations in the period 1710-1756.

Some other influences to evaluate may include:

- the impact of wars, especially those of succession
- incidents of territorial aggression
- economic competition
- traditional dynastic rivalry
- the aims and policies of various rulers

UNIT HY1

PERIOD STUDY 7

ASPECTS OF THE HISTORY OF EUROPE, c.1820-1830

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there were tensions in Europe in the period 1820-1830.

Candidates are expected to show understanding of the inter-relationship of the reasons why there were tensions in Europe in the period 1820-1830.

Some of the issues to consider may include:

- the Treaty of Vienna did not resolve all the problems facing the powers and actually created others
- by 1820, the post war fear of France which held the powers together had begun to subside
- the implications of the breakdown of the Congress System
- this led to individual national aspirations which led to the emergence of divergent views regarding the future of Europe and the question of revolution
- the outbreak of revolution in 1830 in France and Belgium alarmed the three eastern powers who renewed their pledges to the Vienna Settlement; Britain was afraid that Belgium would come under French influence

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the new Kingdom of Italy faced problems after 1861.

Candidates are expected to show understanding of the inter-relationship of the problems facing the new Kingdom of Italy after 1861.

Some of the issues to consider may include:

- the death of the talented Cavour who had monopolised power
- the Piedmontisation of Italy had created the impression that one region had conquered the rest
- this only highlighted the social, political and economic diversity of the regions and the backwardness of the South
- the issues of Rome and Venice remained unresolved
- the position of the Church in Italy

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why war broke out between France and Prussia in 1870.

Candidates are expected to show understanding of the inter-relationship of the reasons why war broke out between France and Prussia in 1870.

Some of the issues to consider may include:

- general Franco-Prussian rivalry
- the changing balance of power in Europe following the Austro-Prussian war of 1866
- the implications of the Luxembourg affair
- the impact of the Hohenzollern candidature
- the overall role of Bismarck

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Greek Revolt broke out in 1821.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Greek Revolt broke out in 1821.

Some of the issues to consider may include:

- the inability of the Turks to control their empire
- the rejection of Turkish rule and the general desire for liberty for the Balkan Christians
- the influence of the 'Filike Eteria', which pressed for liberation of Greece
- the Greek cultural revival and the support of philhellenic societies all over Europe

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Vienna Settlement the main influence on European relations in the period 1815-1851?

Candidates are expected to reach a substantiated and supported judgement about whether the Vienna Settlement was the main influence on European relations in the period 1815-1856.

The influence of the Vienna Settlement should be analysed and evaluated in relation to issues such as:

- Vienna inaugurated a period of political and social conservatism in Europe
- the desire to re-establish the rule of law
- the desire to maintain peace and a balance of power after twenty-two years of war
- the containment of France
- the implications of the territorial settlement
- the application of the principle of legitimacy following the overthrow of regimes and frontiers

The influence of the Vienna Settlement should be evaluated against other influences that affected European relations in this period.

Some of the other influences to evaluate may include:

- the concept of the Concert of Europe and the Congress System
- the continuing power of autocratic rule
- national self-interest which led to the growth of divergent views amongst the Great Powers
- the growth of nationalism and liberalism
- the outbreak of revolution at various points such as 1830 and 1848

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did Victor Emmanuel make the most significant contribution to Italian unification in the period 1830-1871?

Candidates are expected to reach a substantiated and supported judgement about whether Victor Emmanuel made the most significant contribution to Italian unification in the period 1830-1871.

The significance of Victor Emmanuel's contribution to Italian unification should be analysed and evaluated in relation to issues such as:

- his vision of a powerful Piedmont capable of dominating the Northern regions
- his symbolic role as the saviour of the Piedmontese constitution and the champion of Italian constitutional monarchy
- his ambiguous political views and relationship with Cavour
- his ambitious leadership and support for the Italian question
- his pragmatism and support of a more aggressive foreign policy

The significance of Victor Emmanuel should be evaluated against other factors that were significant in the process of Italian unification.

Some of the other factors to evaluate may include:

- the roles of key personalities like Garibaldi, Mazzini and Cavour
- the impact of the growing nationalist movement in Italy
- diplomatic, political, economic and social developments in the peninsula
- the contribution of foreign support from Britain and France
- the changing nature of the international situation
- military events which impacted on the process of unification

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was Bismarck the most important influence on the process of German unification between 1830-1871?

Candidates are expected to reach a substantiated and supported judgement about whether Bismarck was the most important influence upon the process of German unification between 1830-1871.

The influence of Bismarck on the process of German unification should be analysed and evaluated in relation to issues such as:

- his personality and political ideas
- his statesmanship and the strengthening of Prussia
- his diplomacy
- his opportunism

The influence of Bismarck should be evaluated against other important influences on the process of German unification in this period.

Some of the other influences to evaluate may include:

- lessons learnt from the failure of the German Confederation and the Frankfurt Assembly
- economic expansion and integration in the German states
- the favourable international situation
- Austro/Prussian rivalry leading to Austrian decline and exclusion
- the military strength of Prussia and the various wars fought
- the influence of nationalist movements in Germany and the different solutions for the future of Germany

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Treaty of Unkiar Skelessi in 1833 the most significant influence on the Eastern Question in the period 1815-1856?

Candidates are expected to reach a substantiated and supported judgement about whether the Treaty of Unkiar Skelessi, 1833, was the most significant influence on the Eastern Question in the period 1815-1856.

The influence of the Treaty of Unkiar Skelessi should be analysed and evaluated in relation to issues such as:

- the desire of Russia to extend her spheres of influence in the Balkans and at the expense of Turkey
- the Syrian crisis and the reorientation of policy to secure the peaceful penetration and exploitation of Turkey
- the significance of the fact that Turkey turned to her sworn enemy and signed a treaty of mutual defence
- the terms of the Treaty which represented the height of Russian influence at Constantinople
- the attitude of the powers to the terms of the Treaty and the determination to undo Russian advantage

The influence of the Treaty of Unkiar Skelessi should be evaluated against other important influences on the Eastern Question in the period 1815-1856.

Some other influences to evaluate may include:

- the general decline of the Ottoman Empire and the expansion of Russia into south eastern Europe
- territorial gain and strategic interests affecting national self-interest
- the outbreak of revolts in Ottoman territory
- the impact of the Crimean War
- factors particular to individual countries which led to a conflict of interests

UNIT HY1

PERIOD STUDY 8

ASPECTS OF THE HISTORY OF EUROPE 1878-1980

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there was rivalry between Austria and Serbia in this period.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was rivalry between Austria and Serbia in this period.

Some of the issues to consider may include:

- general background factors such as Balkan nationalist aspirations
- the growth of Slavic militancy
- the condition of the Austro-Hungarian Empire
- more immediate issues such as annexation, the Balkan Wars, the assassination of Franz Ferdinand and the ultimatum

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why relations between Bismarck and the Kaiser had deteriorated by 1890.

Candidates are expected to show understanding of the inter-relationship of the reasons why relations between Bismarck and the Kaiser had deteriorated by 1890.

Some of the issues to consider may include

- general references to Bismarck's caution and realism
- his foreign policy set him on course for conflict with the Kaiser
- the clash of personality
- the Kaiser's determination to rule as well as reign
- Bismarck's support in the country was waning, as shown by the election of 1890
- the clash over the Anti-Socialist campaign
- the quarrel over the right of ministers to advise the monarch

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the liberal governments in Italy had become unstable by 1922.

Candidates are expected to show understanding of the inter-relationship of the reasons why the liberal governments in Italy had become unstable by 1922.

Some of the issues to consider may include:

- generally, the post-war condition of Italy
- the failure of liberalism as a concept in general
- the unsatisfactory territorial settlement after the war
- the communist threat
- economic problems in Italy
- the perceived attractiveness of the Fascist party and the broad appeal of Mussolini

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Civil War broke out in 1918.

Candidates are expected to show understanding of the inter-relationship of the reasons why Civil War broke out in 1918.

Some of the issues to consider may include:

- the general context of 1918 and the Treaty of Brest-Litovsk
- anti-Bolshevik groups emerged to challenge the Bolshevik's claim to be the government of Russia
- the Bolsheviks had alienated other socialist groups, as well as liberals and the conservative right
- the emergence of Whites versus Reds
- the immediate issue surrounding the Czech Legion

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Congress of Berlin the most significant influence upon international relations in the period 1878-1914?

Candidates are expected to reach a substantiated and supported judgement about whether the Congress of Berlin was the most significant influence upon international relations in the period 1878-1914.

The influence of the Congress of Berlin upon international relations should be analysed and evaluated in relation to issues such as:

- its impact on Balkan nationalism
- the development of the Eastern Question in general
- Anglo-German co-operation
- issues were decided in favour of the interests of the great Powers
- Russian ambitions had been checked but Russia had been angered
- Turkey had been bolstered but also humiliated without the recourse to war
- some of the Balkan states were dissatisfied

The influence of the Congress of Berlin should be evaluated against other influences upon international relations in this period.

Some of the other influences to evaluate may include:

- German ambition including imperialism and general militarism
- the impact of the policy of Weltpolitik
- specific issues which led to Great Power rivalries
- the arms and naval races
- colonial rivalry
- the long-term implications of Balkan instability
- immediate issues like the assassination crisis

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did Weltpolitik have the most significant influence on the development of Germany between 1878-1919?

Candidates are expected to reach a substantiated and supported judgement about whether Weltpolitik had the most significant influence on the development of Germany between 1878-1919.

The significance of Weltpolitik should be analysed and evaluated in relation to issues such as:

- the influence of the Kaiser
- the growing sense of power and national development inside Germany
- the general theme of world expansion
- the relationship with Germany's internal political problems
- the mentality of Weltpolitik as reflected in colonial expansion

The influence of Weltpolitik should be evaluated against other influences that were significant in Germany in this period.

Some of the other influences to evaluate may include:

- Bismarckian diplomacy and the defence of German interests
- the policies of William II
- the impact of war and the treatment of Germany in 1919
- German economic growth
- other developments within German society such as the growth of authoritarianism and intolerance

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did Fascist economic policy have the greatest impact on the Italian people between 1922-1944?

Candidates are expected to reach a substantiated and supported judgement about whether Fascist economic policy had the greatest impact on the Italian people between 1922-1944.

The impact of Fascist economic policy upon the Italian people should be analysed and evaluated in relation to issues such as:

- Mussolini's laissez-faire and interventionist policies
- Mussolini's distortion of the economy for his own usage
- the economic 'Battles'
- the need for autarky
- the corporate state
- public works and welfare
- the OND

The impact of Fascist economic policy should be evaluated against other factors that also made an impact on the Italian people.

Some of the other factors to evaluate may include:

- the ideology and policies and personality of Mussolini
- the transformation of the political system through a battery of repressive laws
- the control of institutions which projected attitudes
- successful domestic policies in the political, social and cultural areas
- foreign policy initiatives which helped establish the Fascist state
- the use of propaganda

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Were the Five Year Plans the most significant feature of the Communist Revolution in Russia in the period 1917-1941?

Candidates are expected to reach a substantiated and supported judgement about whether the Five Year Plans were the most significant feature of the Communist Revolution in Russia in the period 1917-1941.

The significance of the Five Year Plans as a feature of the Communist Revolution in Russia should be analysed and evaluated in relation to issues such as:

- the idea that the route to socialism was through industrialisation
- changes were administered through a command economy
- target setting and propaganda
- planning and performance
- intimidation and fear instigated by managers
- the impact upon the urban workers

The significance of the Five Year Plans should be evaluated against other significant features in the Communist Revolution in Russia in this period.

Some of the features to evaluate may include:

- the impact of other key figures such as Trotsky, Stalin and Lenin
- the influence of leadership and ideology
- the use of terror including Stalin's purges
- Russian foreign policy
- modernisation in the agricultural, social and cultural spheres
- the role of key interest groups in Russia, especially the peasants and industrial workers



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