



GCE MARKING SCHEME

**HISTORY - HY2
AS/Advanced**

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCE HISTORY - HY2. 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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DEPTH STUDY 1

WALES AND THE TUDOR STATE, c.1529-1588

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source E mean by the phrase ‘while you have monks there you shall have neither good rule nor good order’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the problem of corrupt cleric/monks
- the government regarded the regular clergy with suspicion
- the local people are unhappy with the behaviour of the clergy/monks
- the author is writing a report for the government which was determined to dissolve the monasteries

QUESTION: 2(a)

What does the author of Source F mean by the phrase ‘by Act of Parliament the King has taken away their native laws, customs and privileges’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the Acts of Union
- the Acts were seen as a threat to the Welsh people and their way of life
- the anger of the Welsh and opposition to the Acts may lead to rebellion
- this view is that of a foreign diplomat, likely to be objective

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How important was the work of Sir Thomas Englefield to the government of Wales?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of the work of the government of Wales. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the work of Sir Thomas Englefield to the government of Wales. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will refer to the importance of the work of Englefield especially in relation to legal reforms and law enforcement
- Englefield's contribution to the government of Wales was considered crucial to its success
- there will be valid evaluation comments on the authorship of both sources regarding the importance of the work of Englefield. The historian is positive in his praise of the government as is the contemporary though the latter does acknowledge the importance of work of Lee also. Candidates may consider whether Jones did not wish to over-praise the government or offend its architect, Cromwell, who appointed Lee to head the government.

QUESTION: 2(b)

How important was the role of the vice-president of the Council of Wales?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of the role of vice-president of the Council of Wales. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the role of vice-president of the Council of Wales. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will refer to the importance of the office of vice-president of the Council of Wales especially in relation to the power and authority vested in the office
- the Vice President was responsible for the government of the country, the administration of justice. His role was crucial in curbing lawlessness and disorder
- the vice-president ruled Wales in the frequent absences of the president
- there will be valid evaluation comments on the authorship of both sources regarding the significance of the role of vice-president while the contemporary source suggests that the vice-president is hard working and effective.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that Wales was lawless and badly governed between 1529 and 1543?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Source C and D and use their own knowledge of other interpretations in making their judgement about the interpretation that Wales was lawless and badly governed. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether Wales was lawless and badly governed in this period. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- Source D suggests government, law and order in Wales was fine whereas Source C does not.
- it seems that the historian writing in Source C with a degree of the insight is less positive about the effectiveness of government, law and order in Wales than the biased contemporary in Source D
- answers will consider the content and origins of the sources in deciding whether they support or contradict the view that government, law and order in Wales was in crisis and that the administrators and law officers were incompetent. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation
- candidates will consider alternative interpretations regarding the state of Wales such as the possibility that Wales was lawful and well governed

QUESTION: 2(c)

Do you agree with the interpretation that Wales was suffering from lawlessness and disorder in the 1570s?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretations in making their judgement about the interpretation of the state of Wales in this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether Wales was suffering from lawlessness and disorder in the 1570s. Candidates should be able to consider whether the interpretation is valid and supported by the sources or is there evidence to the contrary
- the content of the sources in showing whether they support or contradict the interpretation that government, law and order in Wales was in crisis
- answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation
- Source D suggests law breaking was a major problem which the authorities seemed unable to resolve, Source C does not
- it seems that the historian writing in Source D with a degree of hindsight is less biased than the contemporary in Source C
- answers will consider the content and origins of the sources in deciding whether they support or contradict the interpretation of the problem of lawlessness and disorder in Wales. Had lawlessness and unruly gentry become serious problems which the officers of the Council seemed powerless to deal with? Answers will consider the standpoint of each author and the date of writing. The issues of contemporary opinion and later hindsight will figure in candidates' explanation
- Candidates will consider alternative interpretations regarding the state of Wales such as the possibility that Wales was lawful and well governed.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources A, E and F in understanding Wales and the Tudor State between 1529 and 1588?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Wales and the Tudor State, 1529-88.. Some of the issues to consider may include:

- the sources give a clear indication of the problems that existed in Wales and their effect on the relationship between the Principality and the Tudor State during the sixteenth century
- they also refer clearly to the problems that confronted the authorities in term of government, language, law and order all of which conspired to hinder a closer relationship between England and Wales
- the sources are really useful in considering certain aspects of the government and judiciary of Wales and their relationship with the Tudor State
- answers will also discuss the rather limited sources available to historians of this period

QUESTION: 2(d)

How useful are Sources C, E and F in understanding of the relationship between Wales and the Tudor State between 1529 and 1588?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Wales and the Tudor State, 1529-88. Some of the issues to consider may include:

- the sources are useful in explaining the problems that confronted the authorities in terms of government, corruption, law and order all of which conspired to hinder a closer relationship between England and Wales
- the sources provide the views of three contemporaries who have first-hand experience of Wales during this period but the views of a modern historian are missing
- the sources are useful in explaining the condition of Wales in the 1530s and 1570s. Was the system of law and order in crisis and ineffectual or were the officers of the Council effectively controlling law, justice and the court.
- coverage is limited as they concentrate on the views of two outsiders - Lewis and Chapuys - while Sidney speaks peripherally about Wales in terms of Gerard's work
- Source E illustrates the close nature of Wales's relationship with the Tudor State beyond England. The experience of English Tudor administrators working in Wales and Ireland illustrates the inter-dependence of the various regions of the kingdom
- there should be some discussion of the wider range of sources that could be of use in understanding developments in Wales and the Tudor State during this period.

DEPTH STUDY 2

REBELLION AND REPUBLIC, 1629-1640

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source B mean by the phrase ‘I advised him of the mood of the House but was dismissed for my trouble’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the debate of the Three Resolutions which were designed to prevent (i) innovations in religion; (ii) the extension or toleration of popery; (iii) the levying of unauthorised tonnage and poundage
- the crown had forbidden the resolutions to be read or discussed in parliament – the speaker was caught in an impossible situation
- the author offers his opinion about how members were feeling. Feelings were running high and there was anger about the King’s stubbornness

QUESTION: 2(a)

What does the author of Source E mean by the phrase ‘the King will not negotiate, nor should we trust him even if he does consent to negotiate’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the distrust of the King felt by many in the parliamentary army
- to negotiate with the King is a wasteful exercise – he cannot be trusted to fulfil his part of the bargain
- the author suggests that the parliamentary leaders were deliberately trying to undermine the crown – they wanted peace, but on their terms

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How important was the office of Speaker of the House of Commons at this time?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of the office of Speaker of the House of Commons. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the office of Speaker of the House of Commons.. In relation to the set enquiry and in their analysis of the sources. Candidates may consider some of the following issues:

- answers will refer to the significance of the office of Speaker of the House of Commons inasmuch as it regulated the conduct of MPs, set the agenda for discussions and served as the link between parliament and the crown
- the office was an important position but those that occupied it often had divided loyalties. The Speaker represented the Crown in the Commons, but also spoke on behalf of the MPs
- Speaker Finch was faced by a constitutional challenge to his position insofar as it was asked of him whom did he serve first – King or Commons
- there will be some evaluation comments on the authorship of both sources – the modern historian and Finch himself. Finch appears to be a decent man, caught between two opposing factions but he is in a no-win situation. The historian simply narrates the events but demonstrates the importance of the office

QUESTION: 2(b)

How important were radical groups in the development of the Civil War?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of radical groups in the development of the Civil War. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of radical groups in the Civil War.. In relation to the set enquiry and in their analysis of the sources. Candidates may consider some of the following issues:

- answers will refer to the significance of radical groups in terms of the individuals and groups that conceived and spread them
- the Presbyterians were a mainstream religious group looking to reform the existing system but the Levellers were far more radical. They wanted more than simply religious reform, they advocated a fundamental change in society
- there will be some evaluation comments on the authorship of both sources – the modern historian and John Lilburne himself. Lilburne is a charismatic figure who offers a radical, but democratic, proposal for the future

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree that the Scots were responsible for causing the Civil War?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation of that the Scots were responsible for causing the Civil War.. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the Scots were responsible for causing the Civil War. Candidate should be able to consider whether the interpretation is valid and supported by the sources, or is there evidence to the contrary?
- answers will refer generally to the authorship of the sources and link this to the view that whereas Source C suggests that financial weakness, debt and the King's determination to punish the Scots led to war, Source D suggests that the Scots as well as the King were to blame.
- answers will consider the content and origins of the sources in deciding whether they support the view that the Civil War was caused the King's stubborn desire to punish the Scots for daring to oppose his religious reforms.
- answers will consider the standpoint of each author and the date of writing. The historian disagrees with the interpretation and the contemporary only partly agrees. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.
- candidates will consider alternative interpretations of the course of the Civil War such as the roles of King and Parliament, financial problems or religious disputes.

QUESTION: 2(c)

Do you agree with the interpretation that Parliament wanted to destroy the power and authority of the crown?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation that Parliament wanted to destroy the power and authority of the Crown. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether parliament and its leaders wanted to destroy the power and authority of the crown. Candidates should be able to consider whether the interpretation is valid and supported by the sources or is there evidence to the contrary?
- answers will refer generally to the authorship of the sources and link this to the view that the parliament was seeking to undermine the authority of the crown by attacking those ministers whom it disliked and distrusted.
- Source C states that it was not seeking vengeance, but was simply trying to ensure the King was served by good ministers who could offer him sound advice. At the very least, they wished to control the appointment of the King's ministers rather than undermine the power of the crown.
- the modern historian supports the view that the parliamentary leaders were trying to undermine the power and authority of the crown. Besides attempting to remove those ministers whom it disliked and distrusted, it was seeking to control the Privy Council. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources D, E and F in understanding of the causes and events of the Civil War?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the causes and events of the Civil War. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of the causes of the Civil War between 1629 and 1649. Both sides were stubborn and prepared to resort to strong-arm tactics to get their way.
- the sources are limited in that two of the three relate to events in 1629 and focus on a select group of people. both sides appear to be as aggressive as the other.
- the source relating to women suggests that their contribution has been overlooked and that both King and parliament were scornful of their participation.
- the King was stubborn and his own worst enemy. Hyde was critical of him but supported him; Stode's opposition was more deeply rooted for, he simply did not trust the man.
- answers will consider the strengths and limitations of the sources by giving a clear indication of the problems that existed in the kingdom and their effect on the relationship between the crown and parliament and what this meant for the people; this helps explain the reasons why the national drifted to war.
- the sources do not deal with the events of the Civil War, only the period of up to its outbreak.
- there should be some discussion of the wider range of sources that could be of use in understanding developments during this period.

QUESTION: 2(d)

How useful are Sources B, E and F to understanding of the causes and events of the Civil War?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the causes and events of the Civil War. Some of the issues to consider may include:

- the sources give a clear indication of some key events during the war, with strong hints as to why that war broke out. Two of the sources come from the middle of the civil War, while the third dates from 1641, a year before its outbreak.
- answers will consider the strengths and limitations of the sources in that they focus on events of 1641 and 1644-1645: in addition, the views of a modern historian are not represented only those of biased contemporaries.
- the reform of religion and the Leveller programme indicates why some people went to war, as does the reference of a fundamental restructuring of society.
- the execution of Wentworth was a significant event as it hardened the King's attitude to his enemies in parliament. the King was unwilling to compromise on religious reform and, anyway, his opponents were equally stubborn and were not really interested in peace: they wanted to make him look bad – the aggressor.
- the failure of negotiations to end the Civil War: neither side appeared to be serious about peace, or even want an end to the war.
- there should be some discussion of the wider range of sources that could be of use in understanding developments during this period.

DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND, 1830-1848

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source D mean by the phrase “advanced to a wild general strike”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- Source D is referring to an attempt at a general strike in the north of England
- the author is a leading Chartist who may have had an interest in emphasising the extent of unrest at this time
- some attention to language used is needed, ‘wild’ suggests uncontrolled and spontaneous

QUESTION: 2(a)

What does the author of Source E mean by the phrase “withdraw yourselves from all your destructive practices”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the source is an important appeal from JPs to the rural workers to return to work
- the practices refer to the destruction of farm machinery (threshing machines); a key component of the Swing riots
- the language and tone are significant as in the concessions being granted; the ruling class has been rattled

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

Why was the campaign to improve the education of the working classes significant?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the significance of the campaign to improve the education for the working classes. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the campaign to improve the education for the working classes. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the sources provide evidence of deficiency and early criticisms of state support for education from an unexpected quarter
- the deficiencies in current provision, limitations of religious provision, the arguments about social control and the Ragged School movement could feature
- Source A is from a parliamentary enquiry, Cobbett in Source B is a free thinking radical with unusual views on state education

QUESTION: 2(b)

How important was the public health reform movement in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of the public health reform in this period. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the public health reform in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A is a classic description of the public health problem. Source B is first hand evidence of squalor
- Chadwick is a key player, his report having a tremendous impact upon government and public opinion. It generated further parliamentary enquiries into the Health of Town and the first major piece of legislation – the 1848 Public Health Act
- Source A is a utilitarian perspective whereas Rammell in Source B is a controlled yet highly effective witness

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that the Chartist movement presented a serious threat to the government?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation that the Chartist movement presented a serious threat to the government. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the Chartist movement presented a serious threat to the government. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. Source C is the work of a respected social historian whereas Source D is the recollection of a participant in the events described
- Source C clearly suggests the Plug Plot was a significant threat to the government, both in terms of the geographical range of protests and the degree of organisation. Source D partially agrees but suggests a greater degree of spontaneity
- candidates will consider alternative interpretations of the threat posed by Chartism. There is a body of support for the interpretation that Chartism was never really a serious threat
- the disturbances of 1842 did subside and order was restored by Peel's government. Economic conditions rapidly improved after 1842 and the financial reforms of Peel's ministry underpinned the new prosperity
- however the 1848 demonstration provoked a massive military and security response from the government. Revisionist history now suggests that the Chartist movement was far more of a threat than older histories allowed

QUESTION: 2(c)

Do you agree with the interpretation that the factory reform movement was motivated by humanitarian concerns?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation whether the factory reform movement was motivated by humanitarian concerns. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the factory reform movement was motivated by humanitarian concerns. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. Michael Sadler was a prominent factory reformer whereas Karl Marx unsurprisingly finds the class struggle in everything
- Source C not only explicitly refers to humanitarian concerns but also to morality and education. In Source D Karl Marx identifies a political motive for factory reform supporting an alternative interpretation
- the work of Oastler, Sadler and Shaftesbury was heavily motivated by humanitarian and religious concerns as well as the outrage of public opinion
- one alternative view is that Benthamite influences can easily be identified. These will include investigation, inspection and efficiency of the workforce
- the “unholy alliance” of Tories and radicals in pushing for factory reform needs to be emphasised in any debate and Karl Marx did have a point in his 1853 article

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources A, E and F in understanding reform and protest in Wales and England in 1830-48?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with understanding reform and protest in Wales and England in 1830-48. Some of the issues to consider may include:

- the sources do provide coverage of the first grant to education, the workhouse regime and an indication of mass support for the Birmingham political union
- however, the rest of the Reform Act crisis is untouched as is the full range of urban and rural protest. Social reform is partially covered but factory reform and public health are absent
- the sources do provide evidence of a parliamentary select committee, sober and accurate as are the rules of the workhouse. Source F is unattributed, presenting issues of provenance about a key development
- there will be discussion of the wider range of sources that could be of use in understanding Reform and Protest 1830-48

QUESTION: 2(d)

How useful are Sources D, E and F in understanding reform and protest in Wales and England, 1830-48?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with understanding reform and protest in Wales and England 1830-48. Some of the issues to consider may include:

- the sources are useful in finding out about the Swing riots, an aspect of the factory reform movement and the Chartist disappointment with the outcome of the 1832 Reform Act
- there are many aspects which are not covered for example the full range of popular protest, the impact of the Factory Acts. The extensive social reforms are hardly mentioned (poor law, education, public health) and the full context of political reform is missed
- the sources provide the view of the Justices of Peace of Berkshire, a communist and a Chartist newspaper. The authorship needs to be evaluated
- there will be a discussion of the wider range of sources that could be of use in understanding Reform and Protest 1830-48

DEPTH STUDY 4

CHANGE AND CONFLICT IN WALES, c.1900-1914

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source C mean by the phrase ‘the long-suffering population has been let down by the system’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- reference to the lack of housing in Wales
- reference to the lack of government concern
- the importance of the link between housing and disease
- the author’s standpoint in relation to this issue; a left-wing publication which would concentrate on South Wales and support the plight of Welsh workers

QUESTION: 2(a)

What does the author of Source D mean by the phrase ‘this new, exciting principality undergoing great cultural and social change’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- reference to the growth of the coal and steel industry in Wales at the turn of the century
- reference to the development of Wales as a prosperous region – even a nation
- reference to the growth of ports like Cardiff at the time
- the author’s standpoint in relation to this issue; a tourist magazine might want to paint a specific picture of prosperity in order to attract people

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How important was the role of the Liberal Party in Wales in the period 1900-1914?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of the Liberal Party. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the Liberal Party. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the way Liberal politics was going through a period of reflection
- Source A refers to having to adapt policies in view of the political challenge of Labour.
- Source B mentions the Liberal priorities in North Wales
- Source A is from a Labour supporting paper, so may well have a negative view of Liberal principals and tactics
- Source B is a Liberal party spokesman in a private letter not intended for public consumption and may well show a more accurate view, regarding what needs to be done to curry favour in future elections

QUESTION: 2(b)

How important were the Tonypandy Riots?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of the Tonypandy Riots. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the Tonypandy Riots. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- how the riots have been presented by both sides, justified resistance versus justified actions to protect law and order
- Source A refers to government and Owners coming together to put down the riot with the use of violence
- Source B mentions the lie that is the official story because, in reality, there was no violence
- Source A is from a Communist who would be anti-Government
- Source B is a novel and the author may be using the story as a guide for her novel rather than presenting any historical fact.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that living conditions in Wales were very poor?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation that living conditions in Wales were very poor in this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which living conditions were very poor in Wales in this period. Candidates should be able to consider whether this interpretation is valid and supported, or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- expect discussion of the view point of paper which supported the workers: he is writing for a specific audience and is, therefore, sympathising with their plight: he has obviously concluded that housing is the major issue, although his views may only reflect the situation in industrial areas
- the evidence of Source D does not support the interpretation in the question: the view here is highly critical of the habits of Welsh people and may well reflect this view in order to deflect responsibilities for housing from the coal owners themselves
- candidates will consider alternative interpretations about whether living conditions were very poor in this period: working conditions and practices may also be mentioned as well as the view that the health of the nation as a whole actually improved in this period

QUESTION: 2(c)

Do you agree with the interpretation that Wales was a land of conflict in this period?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation of that Wales was a land of conflict in this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent that Wales was a land of conflict in this period: candidates should be able to consider whether this interpretation is valid and supported, or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed: they should consider the motivation behind each source
- expect discussion of the viewpoint of an historian who would have looked at the whole range of issues involved in the debate before arriving at his interpretation.
- the evidence of Source D does not support the interpretation in the question: the view here is for a specific tourist magazine with the intention of attracting visitors and, therefore, its slant is entirely understandable
- candidates will consider alternative interpretations about whether Wales was a land of conflict in this period: periods of relative peace may be mentioned as well as the regional differences and experiences that reflect upon the question

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources B, E and F in understanding change in Wales, 1900-1914?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with change in Wales, 1900-1918. Some of the issues to consider may include:

- the sources give a very useful summary of some issues that affect Wales in this period. In particular, the issues of political change and the poor housing and sanitary situations are clearly stated: the change of the political agenda in Wales is stated as well as the lack of social development as a result of population growth which led to deteriorating conditions in some areas
- there are many other important issues not really covered, such as industrial conflict or economic change: thus, as an overall picture, the collection is limited: industrial conflict in mining and quarrying areas is not covered, neither are the influential religious developments of the period
- there is a variety of source material, including a magazine, a cartoon and a contemporary source of how society saw the practicalities of healthy living, as opposed to the idealised picture given by Mrs Beaton: candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources
- there will be a discussion of the greater range of sources available to an understanding of change in Wales in this period.

QUESTION: 2(d)

How useful are Sources B, E and F in understanding Wales, 1900-1914?

In your answer you are advised to analyse and evaluate the content and authorship for these sources and to use your own knowledge.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Wales, 1900-1914. Some of the issues to consider may include:

- the sources give a very useful summary of some issues that affected Wales in this period. In particular, the issues of the Tonypany riots and the importance of the Eisteddfod as well as the attitude towards women are clearly stated: women's situation in Wales in respect of political involvement is stated, as well as is the importance of the Eisteddfod, especially winning!
- there are many other important issues not really covered, such as other industrial conflicts and economic and social change: thus, as an overall picture, the collection is limited. Industrial conflict in mining and quarrying areas is not covered, neither are the influential religious developments of the period.
- there is a variety of contemporary source material, including a recollection, a memoir and a letter: candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources.
- there will be a discussion of the greater range of sources available to an understanding of Wales in this period.

DEPTH STUDY 5
BRITAIN 1929-1939

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source D mean by the phrase “I am told by my right wing fellows that these hunger marchers are members of minority and extremist parties”.

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the view held by some that the hunger marches were being hijacked by Communist party sympathisers, but may be related to messages from other minority parties such as the BUF.
- reference may be made to specific marches such as the National Hunger Marches.
- reference may be made to the fear of minority parties invoked in the phrase – BUF or the Communist party being seen as a threat to social order due to incidents of public disorder.
- the author’s standpoint in relation to this issue, a politician making a political speech which would be reported but intended to show his view and perhaps curry favour with a disaffected electorate as well.

QUESTION: 2(a)

What does the author of Source A mean by the phrase “we see nothing of the so-called new entertainments and opportunities and luxuries which are meant for all?”

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the development of the cinema in the period and its popularity during the 1930s.
- the lack of resources and new technology available in some regions and to some people.
- reference may be made to specific opportunities for holidays in new seaside towns which were booming at the time in certain areas.
- reference may be made to new luxury items such as the Hoover and other similar electrical developments.
- the author’s standpoint in relation to this issue, a writer with left-wing political leanings attempting to get his message about deprivation across.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How significant was regional unemployment in Britain in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the significance of regional employment in this period.

Candidates are also expected to use their own knowledge of the period to demonstrate understanding of regional unemployment in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will demonstrate that different regions had different experiences in the decade. Economic change caused demographic change which affected different communities through immigration and migration.
- Source A says that people left certain areas in search of a new start. Source B says that some of the people migrating did not end up any better than they were at the start.
- the view of life in certain regions is clear from the personal standpoint of the commentator from Cornwall, recalling his experiences, and from the work of a social commentator. Migration did not always lead to a better life.
- the whole issue of regional unemployment in all areas are not covered by these two sources alone and the negative experiences of Source A and B does not cover the full effect of the depression in all regions.

QUESTION: 2(b)

How significant were the effects of unemployment in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the effects of unemployment in this period. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the effects of unemployment in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will demonstrate that unemployment had a physical as well as a mental affect on those affected.
- Source A says that people were living a hell-like existence devoid of anything good. Source B says that life was hard and tedious and held no meaning.
- the view of life in certain areas is clear from the personal standpoint of Source B, recalling his experiences, and from the work of fiction which holds a political motivation as shown by the title
- Sources A and B do not cover the full impact of being unemployed but certainly highlights some of the worst aspects of it

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that the government did very little to help the unemployed during this period?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation that the government did very little to help the unemployed during this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on extent to which the Government attempted at alleviating the effects of the depression by positive and effective actions. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source C suggests that the government was more concerned with keeping unemployed stories out of the public eye. Source D suggests that the unemployed were ignored by the Government and frowned upon as a threat.
- Source C is a letter to a left-wing political publication in which the writer's views are seen. They are critical of government inaction. Evidence like this certainly supports the interpretation given in the question.
- the view of Samuel also supports the interpretation that governments were too ready to paint the unemployed as trouble makers without making any attempt to listen to their cries for help.
- candidates will consider alternative interpretations about the extent of government action. Some legislation was passed and some steps were taken to improve living conditions and supply benefits, assistance, and regional aid through specific acts.

QUESTION: 2(c)

Do you agree with the interpretation that the government's attempts to deal with the depression were largely ineffective?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation that the government's attempts to deal with the depression were largely ineffective. Some of the issues to consider may include:

- candidates are invited to enter into a debate as to whether the government's attempts to deal with the depression were largely ineffective. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source C suggests that the government was not doing enough, throwing little money and resources to tackling the problem. Source D suggests that the new commissioners will provide an effective remedy for the depression.
- Source C is a political speech attacking Government policies. Source D is a government view, made to gather support and to show government reacting to the problems of the depression.
- candidates will consider alternative interpretations about the effectiveness of government action. Some legislation was passed and some steps were taken to improve living conditions and supply benefits, assistance, and regional aid through specific acts.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources A, E and F in understanding Britain 1929-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Britain 1929-1939. Some of the issues to consider may include:

- the sources give a useful overview of some of the changes in the period such as regional differences, the reaction of the Government to press coverage of hunger marches as well as the reaction to some Liberal interventionist ideas.
- the poverty suffered by many is not mentioned explicitly in the three sources, neither are the social and economic problems that prevented many from taking advantage of the new opportunities.
- the sources provide the news of a contemporary from the period from Cornwall and a cartoon, both writing for particular audiences plus the views of a respected historian. Candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources.
- there will be a discussion of the greater range of sources available to an understanding of Britain in this period.

QUESTION: 2(d)

How useful are Sources A, E and F in understanding Britain 1929-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Britain 1929-1939. Some of the issues to consider may include:

- the sources give a useful overview of some of the changes in the period such as the hardship of the unemployed areas, some developments in health and some reaction to Government inaction in 1929.
- the poverty suffered by many is not elaborated upon explicitly in the three sources, neither are the social and economic problems that prevented many from taking advantage of the new opportunities. Developments in cultural affairs and leisure is also not discussed as well as further political responses to the depression both by workers and political parties.
- the sources provide the views of an unemployed miner from the period and from a satirical cartoon, both writing for particular audiences, plus the views of social investigator from one particular area. Candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources.
- there will be a discussion of the greater range of sources available to an understanding of Britain in this period.

DEPTH STUDY 6

THE GERMAN REFORMATION c. 1500-1555

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source B mean by the phrase ‘the practices of the Church grown corrupt by long usage’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- that practices such as the selling of forgiveness for sins and offering salvation in the form of indulgences had developed over many centuries and needed to be reformed.
- Humanists appeared aware of shortcomings in ecclesiastical practices such as the selling of holy relics but were reluctant to be radical in their criticism of the established church. They appeared to favour reform from within.
- it could be suggested that indulgences were not a practice advised in the Bible and that here a leading Humanist was in fact acknowledging this. This was the foundation of Martin Luther’s major challenge to the Church in 1517.

QUESTION: 2(a)

What does the author of Source A mean by the phrase ‘poisonous false doctrine and bad examples’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- this is a reference to Luther’s ideas and publications prior to the Diet of Worms and in particular his challenge in his Ninety Five Thesis, his burning of the Papal Bull and his ideas in his published pamphlets and public sermons. All of these he refused to recant at the Diet in 1521.
- the fear of the dissemination of Lutheran doctrine over the Holy Roman Empire and the aid of the widespread use of the printing press in publishing his message which was seen as a direct attack on the Catholic Church.
- the authors’ standpoint in relation to this issue, being an official document issued by the Imperial Diet of Worms which illustrates the perceived threat of the printed word of Lutheranism to the Holy Roman Empire and Christian Europe.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How important was the selling of indulgences as a cause of the Reformation in Germany?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of the practice of indulgence selling as a cause of the Reformation in Germany. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the practice of indulgence selling as a cause of the Reformation in Germany. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the practice of indulgence selling as a cause of the Reformation in Germany was very important in a number of respects. There may be reference to the income it generated for the Church and the financial burden it placed on those living in Germany but there should be reference to the theological challenge which Luther placed on the question of the spiritual value of purchase of indulgences.
- these sources illustrate that there was not consensus on the need to reject the purchase of pardons blessed by the Pope.
- the authors disagree on the issue of attacking indulgence selling. Followers of Luther's challenge to the selling of indulgences in the Ninety Five Theses would see indulgences as a major area which needed reform. It would also save Germans money and could therefore be seen as an important cause of some Germans supporting the Lutheran Reformation. In Source B, Erasmus sees Luther's attack on indulgence selling as a distraction to the need for more pressing reform of the established church. It clearly was not seen as an area which was important as a cause of the Reformation in Germany.

QUESTION: 2 (b)

How important was the printing press in the spread of the Reformation in Germany?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of the printing press in the spread of the Reformation in Germany. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the printing press as a vehicle which aided the dissemination of the Reformation in Germany. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the printing press was important because it produced rapid and cheap accessibility to Reformation ideas. There may be reference to the urban nature of the spread of ideas because it was in the towns and cities that there existed a literate population. Reference might also be made to the printing of woodcuts for the illiterate to access ideas contrary to those of the Catholic Church.
- the strength of the importance of the printing press which these sources illustrate is clearly demonstrated by the rapid dissemination of Lutheran doctrine via pamphlets and woodcuts to a large cross section of German society.
- each author sees the printing press as a very important factor in the spread of the Reformation. In Source A the political authority in Germany show their extreme concern that the printed word could damage that authority. It is an extract from a contemporary official law. It is binding on German society. Source B, written in 1974 by the Reformation historian A. G. Dickens categorically states that the spread of Lutheranism was indebted to the use of the printing press.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that Martin Luther was responsible for the Reformation in Germany?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation that Martin Luther was responsible for the Reformation in Germany. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which Martin Luther was responsible for the Reformation. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- Source C is explicit in its view that, at least the early momentum of the Reformation in Germany, owed much to nationalism and that in fact it was a continuum of a long standing political struggle between Germany and the Vatican. This extract from a revisionist historian in 2002 also enhances the interpretation by claiming that Luther was appropriated as a figure head for political ends.
- Source D, is an imperial transcript of Martin Luther's response at the Diet of Worms in 1521. Source D does provide evidence of a figure head role in this crucial moment in the Reformation but Luther's argument is based purely on his theological viewpoint which he bases on the scriptures.
- candidates will consider alternative interpretations about why the Reformation developed such as economic and social strife which made Germany ripe for change. They may mention the view that the corruption of the Catholic Church was a catalyst for reform.

QUESTION: 2 (c)

Do you agree with the interpretation that the Princes were responsible for the success of the Reformation in Germany?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation that the Princes were responsible for the success of the reformation. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which the Princes were responsible for the success of the Reformation. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- Source C is by a contemporary unknown artist which illustrates that Luther and the important prince, the Elector Frederick the Wise, are united in their support of the Reformation. This artist appears to illustrate that the Reformation had important princely support for its development. This supports the interpretation in the question.
- Source D also gives credit to the Princes for playing a vital role in the success of the Reformation, in particular after 1530. This author also includes the cities as being important in his interpretation of what or who were responsible for this development. Therefore Source D provides similar support for the interpretation. It is an objective view provided by an academic historian who is clearly able to assess the role of the Princes from a much wider perspective.
- candidates will consider alternative interpretations regarding about why the Reformation was successful such as the support from an urban population, the social and economic grievances, criticism of the conduct of the Catholic Church, as well as the disorganised and disunited response from the political authority of Charles V and the religious authority of the Papacy and the Catholic Church.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources D, E and F in understanding the German Reformation to 1555?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the German Reformation to 1555. Some of the issues to consider may include:

- the sources highlight some of the reasons for criticism of the Catholic Church and they display views on the extent of the role played by Martin Luther and his challenge on the practice of indulgence selling. Some consideration is given to the role and importance of Humanists, the deliberations of the Diet of Worms, the role and importance of Humanists, the deliberations of the Diet of Worms, the role of nationalism and the printing press in furthering the development of the Reformation in Germany.
- there will be a reference to limitations of coverage, with the sources mainly focussed on the role of Luther. Luther's relationship with the German Princes, the cities and the peasants and the reforming religious orders are not considered.
- concurring opinions on the role of Luther as a figure head of the reformation are given but the sources give various opinions on the importance of factors which played a role in the reformation.
- the reflections from academic historians specialising in this topic are useful but the full spectrum of coverage of religious, economic, social and political change is not included and the sources are limited in that they mainly cover the earlier part of the period under reflection.
- there will be a discussion of the greater range of sources available to an understanding of the German Reformation in this period.

QUESTION: 2 (d)

How useful are Sources D, E and F in understanding the German Reformation to 1555?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the German Reformation to 1555. Some of the issues to consider may include:

- the sources highlight some of the factors involved in the development of the Reformation in Germany to 1555 and they display views on the extent of the role played by the Princes, an urban population and political authority.
- there will be a reference to limitations of coverage, with the sources mainly focussed on post 1530. No consideration is given to such areas as the role and importance of Humanists, the Diet of Worms and Luther's ex-communication, social and economic grievances and criticism of the Catholic Church.
- Luther's opinion in 1531 is given along with the view of an academic historian in a modern publication, albeit in a general book on sixteenth century reform in the whole not just Germany the Final settlement which legally established Protestantism in Germany in 1555 is also offered here.
- the reflections from one academic historian, a key player and significant legal document are useful but the full spectrum of coverage of religious, economic, social and political change is not included
- there will be a discussion of the greater range of sources available to an understanding of the German Reformation in this period.

DEPTH STUDY 7
THE FRENCH REVOLUTION

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source E mean by the phrase ‘The people under the *ancien regime*’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase is designed to suggest that the Third Estate are bearing the burden of the privileged orders. This is illustrated in a satirical way in the print.
- during the ancient regime only the Third Estate paid direct taxes. The privileged First and Second estates were exempt from direct taxation.
- the author’s standpoint in relation to this issue is that the Third Estate – the people - is unfairly carrying the burden of taxation.

QUESTION: 2a

What does the author of Source D mean by the phrase ‘You have shaken off despotic government in France’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase is designed to suggest that the French people have taken a lead in shaking off the yoke of despotic rule but that foreign rulers are keen to suppress the revolutionary ardour of the French people.
- the context of the speech is to win support for a war against the enemies of France notably the counter-revolutionaries sheltering across the French border. The Girondin were hoping to spread the gains of the revolution to other countries.
- the authors’ standpoint in relation to this issue is that as a prominent Girondin deputy he was vehemently opposed to the *ancien regime* and very much in favour of the activities of the revolutionaries.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

Why was the Flight to Varennes significant?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the significance of the Flight to Varennes. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the Flight to Varennes. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the King, Louis XVI, is extremely disappointed and disheartened by proposals relating to the new Constitution placed before the French people and that he considers in effect that the role of the monarch has been destroyed. His intention was to justify his action in leaving the country.
- Source B is the view of a hostile critic who sees Louis as abandoning his position – ‘cutting and running’ rather than staying and arguing his corner. He considers Louis to be a man who cannot be trusted and whose actions are a betrayal of the cause of liberty.
- as the discussion surrounding the proposed constitution ground on, Louis considered his position untenable and felt that he had no other option but to leave the country. His declaration was his justification of why he was leaving. In the event it proved to be a monumental blunder.
- the significance of the Flight to Varennes was that it polarised opinion surrounding Louis. His true feeling regarding the proposed changes were now a matter of public record and all but his staunchest supporters would be unwilling to question his integrity. While Gregoire was no friend of Louis his sentiments were shared by many who were much more moderate.

QUESTION: 2(b)

How significant was the policy of the National Assembly towards the Catholic Church?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the significance of the National Assembly towards the Catholic Church. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the policy of the National Assembly towards the Catholic Church. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the National Assembly has a clear and direct view that it wants to take over control of the property of the Catholic Church – in other words to nationalise it. It does concede that having taken over control of the church the core duties associated with it relating to worship and poor relief will continue.
- Source B reinforces the policy outlined in Source A but advances it further. It extends state control over the Catholic Church to embrace the clergy. This control is to be enforced by imposing an oath of loyalty on all clerics and bring them effectively under the tutelage of the state.
- both sources are from official documents – they are laws, and as such give credence to the importance which the National Assembly placed on the Catholic Church. However each was significant in a different way. The nationalisation decree was very much about seizing the assets of the church to help alleviate the chronic state national finances; Source B in contrast is about imposing state control over the personnel of the Catholic Church – it's bishops and clergy. This was to be achieved by imposing a measure of democratic control through electing bishops and then tying them to the state through the oath of loyalty.
- the significance of the policy was that it challenged those who were loyal to the church to become loyal to the revolution. A consequence of this was that it opened up deep fissures in French society which could not be resolved in the short term. Many in the church such as the refractory priests joined the counter-revolution.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that financial problems were responsible for the outbreak of the French Revolution in 1789?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement on the interpretation of that financial problems were responsible for the outbreak of the French Revolution in 1789. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which financial problems were responsible for the outbreak of the French Revolution. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source C suggests that the monarchy was losing its authority by 1787 in that it was forced to ask for the approval of the aristocracy before Calonne's package of financial reforms could be agreed. This approach of handpicking a potential docile assembly of notables backfired dramatically resulting in a revolt of the aristocracy. This is the view of a leading academic authority on the French Revolution. The tipping point which brought the monarchy to this position was the deep financial crisis the country was in. Source B indicates that France and its people were on the eve of a great revolution and that at the heart of its origins was the government's crisis in finance – notably its great deficit and failure to secure adequate amounts of taxation. Moreover the failure of Louis' plan – the revolt of the nobility was the reason behind the decision to call the Estates General.
- answers will discuss the standpoint of each author. The author of Source D, Albert Soboul is a leading academic and, his undoubted commitment to rigorous academic research would render his interpretation valid. However as a Marxist Soboul would not favour any structure based on class. The tipping point which brought the monarchy to this position was the deep financial crisis the country was in. The other author of Source C is an English traveller and agricultural writer, who while not a political commentator, is sufficiently attuned to the feelings of the population to comment on the popular mood prevailing in the countryside.
- the sources support different interpretations and reveal the difficulty of finding an absolute answer as to the issue of what brought about the French Revolution.
- candidates will consider alternative interpretations about the origins of the Revolution such as the deep rooted structural problems of the ancient regime which failed to include the bourgeoisie in decision making.

QUESTION: 2(c)

Do you agree with the interpretation that the decision to go to war in 1792 was the result of external factors?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation that the decision to go to war in 1792 was the result of external factors. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the reasons behind France's decision to go to war in 1792. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. Source C suggests that the decision to go to war in 1792 was largely the consequence of internal factors, called as a diversion to the problems confronting the national assembly and prompting deep and acrimonious divisions among politicians. Source D indicates that the position of the great powers and their allies bordering France was one of deep concern and fear as to their own situation. They were fearful that the revolution and its ideal would cross into their territories and undermine their political structures.
- answers will discuss the standpoint of each author. The author of Source C is a leading academic writer and authority on the French revolution. As a prominent left wing writer it can be assumed that his sympathies were very much for the ideals of the revolution. The book was published in the early part of the twentieth century and the author may not have had access to all relevant documents. The other author (Source D) is a prominent member of the Girondin and committed to spreading the ideals of the revolution.
- the sources support different interpretations and reveal the difficulty of finding an absolute answer as to why France went to war in 1792.
- candidates will consider alternative interpretations about what prompted the decision of France to go to war in 1792 such as the role of the monarchy who were hoping that war would result in military defeat and the restoration of their former powers.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources B, D and F in understanding the development of the French Revolution to 1792?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are useful in touching upon some of the issues which contributed to the development of the Revolution, including areas such as the Flight to Varennes (Source B), the summoning of the Assembly of Notables (Source D) and émigré forces of the counter-revolution (Source F).
- Source B is useful as it is a view of Louis' view of the proposed changes in the new constitution – changes he clearly disapproves of and which led him to try and leave France. Source D relates to the Assembly of Notables and is useful in indicating Louis' approach to the financial crisis facing him and the way it backfired so spectacularly. Source D gives a useful indicator of how opposition to the revolution evolved into the counter-revolution and its military arm.
- the sources provide the views of a known opponent of Louis (Source A) a prominent French Marxist historian (Source D) and a royalist soldier serving with émigré forces (Source F). All in their way provide useful insights but also are far from being impartial commentators.
- there will be some discussion of the wider range of sources that could be of use in understanding developments in France during this period, and the narrowness of the range and type sources selected for this enquiry, such as the key changes made particularly in relation to the origin and course of the revolution. There is nothing on how the structure of the ancien regime contributed to the financial crisis. Although the constitution is mentioned there is nothing about its terms nor indeed of any other reforms carried out by the National Assembly which transformed France.

QUESTION: 2(d)

How useful are Sources B, E and F in understanding the developments of the French Revolution to 1792?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are useful in touching upon some of the issues which contributed to the development of the Revolution, such as the burden of the state borne by the Third Estate (Source E), the incident which provoked the October Days (Source F) and one of the most divisive reforms passed by the National Assembly (Source B).
- Source E is useful as it is a view of how the Third estate perceived itself – bearing the burden particularly of taxation of the other estates while having none of the benefits. Source F refers to the cause of the October Days which resulted in Louis being brought by the crowd to Paris, while Source B relates to the most divisive and contentious of the National Assembly's reforms, that of the Catholic Church.
- the sources provide the views of contemporary observers who are far from being impartial – an anti-monarchist print and a committed moderate revolutionary. B is from the Law designed to transform the clergy and suggests just what the National Assembly was aiming for.
- there will be some discussion of the wider range of sources that could be of use in understanding developments in France during this period, and the narrowness of the range and type of sources selected for this enquiry, such as the key changes made particularly in relation to the transformation of the structure of the state – Constitution, Financial and Judicial reform. There is nothing which suggests why the revolution occurred and how it subsequently drifted into war.

DEPTH STUDY 8

THE CRISIS OF THE AMERICAN REPUBLIC, 1848-1877

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART 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.

QUESTION: 1(a)

What does the author of Source A mean by the phrase “investing with the honours of martyrdom the wretch John brown”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the famous raid on Harpers Ferry in 1859 in an attempt to start a slave rebellion by John Brown.
- the raid became a flashpoint in relations between north and south with the north regarding Brown as a martyr
- the tone and language of the secession document makes its bias against Brown clear.

QUESTION: 2(a)

What does the author of Source E mean by the phrase “so our material is not quite as good as the papers make out”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- The phrase refers to the conduct of northern soldiers in battle and the issue of desertion.
- It draws attention to the propaganda in the press about northern military performance .
- The author, as a female northern observer in a private diary, provides an insight into the ignorance of many civilians about the war.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART 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.

QUESTION: 1(b)

How important was the Fugitive Slave Law?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of the Fugitive Slave Law. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the Fugitive Slave Law. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- both sources show the depth of feeling generated by the Fugitive Slave Law in northern and southern states.
- it was a major cause of sectional tension in the 1850s, as shown by the sources.
- Source A is an impassioned justification of secession citing the Fugitive Slave Law, whilst Source B is an excellent example of anti-slavery emotion connected with the law.

QUESTION: 2(b)

Why was the Kansas-Nebraska Bill significant?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the significance of the Kansas-Nebraska Bill. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the significance of the Kansas-Nebraska Bill. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- both sources reveal Senator Douglas's ill-judged attempt to provide a solution to the vexed problems of slavery on the new territories.
- the Kansas-Nebraska bill heightened sectional tensions, providing an early miniature civil war in Kansas.
- Source A is an exercise in self-justification by the main protagonist of the Bill whereas Source B is an impassioned anti-slavery poster.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART 1 (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that that the confederacy lost the war because of the Home Front?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation of whether the Confederacy lost the war on the Home Front. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the Confederacy lost the war on the Home Front. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. There will be discussion of the analysis of an academic historian in source C and a cartoon in a northern journal in Source D.
- Source C describes the financial catastrophe that undermined the confederacy, whereas Source D is a northern view of the chaotic nature of the South's finances. Candidates will consider alternative interpretations regarding why the confederacy lost the war.
- Source C is a carefully argued analysis by an eminent historian who rightly draws attention to the South's crippling incapacity to raise vital finance compared to the North's crushing superiority in financing and resourcing its war effort. Source D is a contemporary, albeit heavily biased, confirmation of this interpretation.
- It would be legitimate for candidates to argue that important as these factors are they are not a complete explanation of southern defeat and they may refer to other reasons such as military disasters, blockage or lack of foreign support.

QUESTION: 2(c)

Do you agree with the interpretation that Abraham Lincoln's military leadership was a major reason for northern victory in the Civil War?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation of whether Abraham Lincoln's military leadership was a major reason for northern victory in the Civil war. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether Lincoln's military leadership was a major reason for northern victory in the Civil War. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source: Source C is the recollection of the North's leading general whereas Source D is the considered view of the leading American historian of the civil war.
- Source C reveals Lincoln's less than candid description of his military powers. Grant was of course grateful to Lincoln for his confidence. Source D makes it clear that Lincoln was very much involved in military operations.
- Candidates could use their own knowledge to argue that until Lincoln found his winning combination of Grant and Sherman he **HAD** to intervene to stiffen mediocre performance by northern generals. Grant's recollection is significant as it is the considered view of a leading historian.
- Candidates may legitimately consider alternative interpretations regarding northern victory such as Grant and Sherman themselves, Southern mistakes, superior northern resources, economic blockade.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART 1(d)

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.

QUESTION: 1(d)

How useful are Sources D, E and F in understanding the American Civil War to 1865?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the American Civil War. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects about the South's economic problems in the civil war, the early debate that led to the Compromise of 1850 and on important aspect of the civil war itself, Sherman's march through the southern states in 1865.
- there are many other factors to consider in the lead up to the war including the Kansas-Nebraska bill, Dred Scott, the rise of Lincoln and the Republican Party, the anti-slavery agitation and the Presidential election in 1860. The whole context of the war is missing from these sources apart from Sherman's campaign.
- the sources provide the views of a northern cartoonist, a prominent apologist of the South's position and an eyewitness account of the destruction of Columbia. There should be evaluation of the authorship of the sources
- there should be some discussion of the wider range of sources that could be of use in understanding developments in the USA during this period

QUESTION: 2(d)

How useful are Sources B, E and F in understanding the American Civil War to 1865?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the American Civil War. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of the causes of the war such as the Kansas-Nebraska bill, a northern viewpoint on desertion and Lincoln's thinking on emancipation.
- there are many factors in the lead up to war which are not covered such as the Compromise of 1850, the growth of the Republican Party, the Dred Scott case and the Presidential Election of 1860. The war itself is hardly covered at all apart from the issues of desertion and emancipation
- the sources provide the view of Lincoln on a key issues, a northern diarist and an anti-slavery poster. There should be evaluation of the authorship of the sources.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in the USA during this period

DEPTH STUDY 9

NAZI GERMANY

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source E mean by the phrase ‘those groups that were interested in creating that trouble’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- in the period 1933/1934 the Nazis were concerned with transforming the political system and removing organisations which could threaten the position of the Nazi regime or challenge its authority. This is Hitler in reflective mood justifying the changes which have taken place over the last year.
- ‘those groups who were interested in creating that trouble’ referred to by Hitler, were groups such as the political parties and trade unions that had the ability to challenge the power of the State. Hitler associated such organisations with Socialists, Communists and Jews. Hitler was keen in this speech to associate such organisations with ‘trouble’. That made these organisations un-German and unpatriotic, a common theme within National Socialism.
- however, Hitler was in effect justifying the abolition of an organised political opposition as well as organised labour. Hitler is keen here to win public support and sympathy for his actions which in effect withdrew liberties from the German people. However, these were essential steps in the establishment of his dictatorship and so he is taking the opportunity in his May Day speech a year later to justify his actions. Actually, to smooth over the effects, Hitler, in 1933, had granted the workers a May Day holiday. The next day he abolished the TUs.

QUESTION: 2(a)

What does the author of Source E mean by the phrase ‘The state of emergency had come to an end’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- In the period 1933/1934 the Nazis were concerned with consolidating their position in power. They wanted to establish a dictatorship and remove any potential opposition. ‘The state of emergency has come to an end’ referred to by Blomberg is a reference to the so called attempts to challenge the power of Hitler, namely the Reichstag Fire and the Night of the Long Knives, between 1933/1934.
- As a General and Defence Minister, Blomberg might be expected to support Hitler’s actions between 1933/1934 because the army stood to gain from supporting Hitler. Therefore, Blomberg’s press conference should be treated with caution.
- Blomberg presents the official position of the army who had played a significant role in the NOLK. Not only content to look on benevolently, it had actually provided arms and transport for the SS squads and had made preparations to counter any SA resistance.
- Blomberg publically thanked Hitler in the name of the army. He is justifying the ‘Night of the Long Knives’ in a press conference by suggesting that the ambitious SA were intent upon a revolution to bring down the regime. It makes Hitler a hero.
- However, arguably the so called ‘State of emergency’ had been manufactured by the Nazis themselves but as a supporter of a strong dictatorship Blomberg claims that stability has been maintained.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How important was anti-Semitism in the Third Reich?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of anti-Semitism in the Third Reich. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of anti-Semitism in the Third Reich. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that anti-Semitism was fundamental to the Nazi programme. The leading Nazis were anti-Semitic, in this case Goebbels. Anti-Semitism was part of the ideal of creating an Aryan race. The intention was to discriminate against them with legislation and then attack them with propaganda and physical violence as show in the cartoon.
- Source B holds a similar view as it shows the part played by propaganda in schools in discriminating against Jews by humiliating them in class. Jews were to be identified and isolated in society.
- The cartoon certainly sees anti-Semitism as important in the Third Reich. This is a contemporary objective view of anti-Semitism from outside the country. It is a satirical cartoon of Goebbels' view of Jews, but is consistent with the idea that the Nazi leadership was anti-Semitic. His view is targeted towards a European audience to highlight discrimination. Candidates may well highlight the German connection to Czechoslovakia or challenge the date when this maltreatment of Jews was occurring.
- As a German Jew, Saloman's view of anti-Semitism is obviously bound to be negative and so highlights the importance of anti-Semitism in the Third Reich. Candidates may refer to the fact that she is writing in her memoirs about something which she did not directly experience. However, it is consistent with the view that anti-Semitism was important in the Third Reich.

QUESTION: 2(b)

How important was the role of women in the Third Reich?

Candidates are expected to analyse and evaluate both the content and the authorship of Sources A and B as part of an enquiry into the importance of the role of women in the Third Reich. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the role of women in the Third Reich. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the role of women was fundamental to the Nazi programme. The intention was to mobilise women in support of National Socialism and Hitler. The cartoon suggests that women who do not carry out their duty of producing healthy Aryan children because they either have joined the church or fraternised with Jews were unpatriotic.
- Source B holds a similar view as it seems to show that the sterilisation of women who were incapable of producing healthy Aryan children was condoned.
- Der Sturmer certainly sees the role of women as important in the Third Reich. The cartoon is taken from a virulently Nazi and anti-Semitic newspaper whose sole function was to propagandise Nazi policy in all its forms. Clearly the tone of the cartoon is directed towards other German women in the hope that it would mobilise them towards Nazi beliefs. The cartoon is consistent with the view that women were expected to fulfil their natural domestic role of mothers and housewives.
- As a visiting American teacher, Ziemer's view is an educated subjective one, which reflected the realities of the role of women in the Third Reich. As a visiting American he has been able to access some sensitive areas and his view is consistent with what was happening in Germany. The source reveals the importance of the role of women as producers of healthy Aryan children. In fact, nothing less was expected by the Nazi regime.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that Hitler had a planned approach to foreign policy?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement about the interpretation that Hitler had a planned approach to foreign policy. Some of the issues to consider may include:

- Candidates are invited to enter into a debate on the way in which Hitler approached foreign policy. The debate is well known and candidates should be able to consider whether the interpretation is valid.
- Source C suggests that Hitler had a defined programme of objectives in foreign policy by 1928 and so this supports the interpretation in the question. This is the view of an academic historian who is a specialist on Nazi Germany. This should give him some expertise in the matter, especially since it is printed in an historical journal which usually carries some veracity because of the targeted audience. However, it should be noted that the belief in a planned programme was the older intentionalist interpretation.
- The belief that Hitler had a plan was widely accepted among diplomats and foreign politicians at the time and is partially supported in Source D. Neville Henderson supports the view that Hitler had general aims in foreign policy but asserts that Hitler was also an opportunist. Henderson suggests that Hitler actually waited for his enemies to make mistakes before acting. So that in practice his foreign policy was a mixture of pre-planning but opportunism in action. The fact that Henderson was an ambassador should have put him at the heart of everything that happened in Germany at the time. However, the fact that he is writing an autobiography might make him play with the truth which might affect the veracity of the source.
- Candidates should consider an alternative interpretation that Hitler was a complete opportunist in foreign policy with no blueprint of what he hoped to achieve. He merely took advantage of favourable circumstances

QUESTION: 2(c)

Do you agree with the interpretation that the Nazis planned Kristallnacht?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of Sources C and D and use their own knowledge of other interpretations in making their judgement on the interpretation that the Nazis planned Kristallnacht. Some of the issues to consider may include:

- Candidates are invited to enter into a debate on whether or not Kristallnacht was a spontaneous outburst of popular anger against the Jews or whether or not it was part of a planned programme of violence and discrimination. The debate is well known and candidates should be able to consider whether the interpretation is valid.
- Source C suggests that Kristallnacht was part of an escalating programme of anti-Semitism and so supports the interpretation in the question. This is the view of an academic historian specialising on the Third Reich and the Jews. He is likely to have been moving in political circles at this time and his view is likely to be valid even though it may lack an overall sense of balance, because the tendency for some historians is to search for an overall theme rather than what might have been a series of individual policies against the Jews. Candidates should comment upon the chosen audience and the extent to which the interpretation has been simplified. However, it should be noted that the belief that Kristallnacht was a reaction to the murder of Von Rath was given wide currency at the time and so should perhaps this intentionalist view should be treated with caution.
- Source D is from a member of the German resistance and suggests that the Nazis planned Kristallnacht, an officially organised anti-Jewish riot. The fact that the Nazis co-ordinated it at the same hour suggests the importance of planning but given that this is an opponent in a Diary, Von Hassell may be trying to distance himself from the regime and also to paint a very negative impression of the Third Reich. Certainly his view supports the intentionalist theory of anti-Semitism and consequently Kristallnacht.
- candidates should consider an alternative interpretation that Goebbels was acting alone to gain favour with Hitler. He seized upon the assassination of Von Rath as an opportunity to restore Hitler's faith because Hitler disapproved of his extra marital affair, or that it was a spontaneous outburst of popular anger against the murder of Von Rath.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources A, E and F in understanding Nazi Germany, 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- The sources are really useful in considering certain aspects of life in Nazi Germany, including areas such as the consolidation of power 1933-1934 (Source E), Nazi racial policy (Source A), German economic policy (Source F).
- Source F provides the views of a leading Nazi, Source E – the Nazi leader as well as a Czechoslovakian satirical cartoon. The authorship needs to be evaluated for its utility. Hitler and Hess represent the official Nazi line. However, both are justifying the position which they have taken. What they say may misrepresent what actually happened. Source A, a satirical cartoon which is critical of the Nazi regime will allow the candidates to evaluate the cartoon in context of the 1930s. The fact that it is an objective viewpoint has to be considered when deciding its veracity.
- There are limitations to the utility of the collection. Although the sources provide elements of the depth study a range of key aspects of Germany in the period are not covered directly. This would include the use of terror, the impact of the Nazi social and religious policies, foreign policy in the early 1930s and the role played by the Nazi Party.
- There will be some discussion of the wider range of sources that could be of use in understanding developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry.

QUESTION: 2(d)

How useful are Sources A, E and F in understanding Nazi Germany, 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- The sources are very useful in helping to explain some aspects of life in Nazi Germany, including areas such as the establishment of the dictatorship via the Night of the Long Knives (Source E), Nazi social policy towards women (Source A). There is also reference to the crucial issue of Nazi foreign policy in (Source F).
- The sources provide the views of two leading politicians, one German and one English, as well as an example of Nazi propaganda via a Nazi newspaper. The authorship needs to be evaluated for its utility. Goering represents the official Nazi line regarding the Rhom putsch from which he would be able to achieve the maximum propaganda for Hitler and the regime. It is likely to be a misleading representation of events especially since it is targeted towards an audience of foreign journalists. Source A is a cartoon from a pro Nazi newspaper which reaffirms Nazi ideology with regard to the role of women. It is likely to present both a bigoted but also realistic view of the expectations of women within the Third Reich. Source F presents the frustrations of a British politician who has resigned following Hitler's appeasement at Munich in 1938. Although his comments are valid is Cooper trying to distance himself from the government and save face? Is it a damage limitation exercise in a public arena for full effect?
- There are limitations to the utility of the collection. Although the sources provide elements of the depth study a range of key aspects of Germany in the period are not covered directly. This would include aspects of the consolidation of power and establishment of the dictatorship, the use of terror, the impact of the Nazi economic and racial policies and education and youth and the role played by the Nazi Party.
- There will be some discussion of the wider range of sources that could be of use in understanding developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry.



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