



# **GCE MARKING SCHEME**

**HISTORY - HY4  
AS/Advanced**

**SUMMER 2013**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCE HISTORY - HY4. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

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## SECTION A

Question 1	Crown, Council and Parliament in the reign of Elizabeth, 1558-1603	40 Marks
<p><b>‘The most significant development in government during the period between 1558 and 1603 was the increase in the power and authority of the Privy Council.’ Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of the power and authority of the Privy Council and/or government in general.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> For example, candidates will focus on a discussion of the Privy Council’s power and authority stating that it had grown in power by 1603. They might discuss the role of parliament and the Crown but not link it directly to the question.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> For example, candidates will focus on a discussion of the Privy Council’s power and authority stating that in terms of its parliamentary management and decision making there was certainly an increase. It had become an essential cog in the machinery of central government. Nevertheless, in terms of its political power it was still subject to the authority of the monarch. However, candidates might challenge this by suggesting that the rise of the PC was the most significant development in government since it came to largely control the business of government (central as well as local) by the 1590s. The growing financial strength of parliament might also be cited as the most significant development in government. The Crown still had the power to block legislation, hire and fire ministers and deny patronage to those who challenged or opposed its authority.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the most significant development was the increase in the power of the Privy Council by 1603 including the increasing ability to manipulate the monarch, control central government and manage parliament.</b></p>		

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

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

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

## SECTION B

Question 1	Poverty, Vagrancy and the poor in Wales and England, 1483-1603	40 Marks
<p><b>‘Local municipal schemes were far more effective in dealing with the problem of poverty and vagrancy than government legislation in the period 1483-1603.’ Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> municipal schemes and government legislation in relation to the problems of poverty and vagrancy.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> For example, candidates will likely show an awareness of municipal schemes – Norwich, Ipswich, London - and the scale, number and impact of government legislation but they may not explicitly assess the effectiveness of one against the other.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will not only show an awareness of local municipal schemes and the scale, number and impact of government legislation but will be able to evaluate their effectiveness in dealing with the problems associated with poverty and vagrancy. Candidates will likely show an awareness of the uneasy relationship between relief and suppression of what the government considered to be a major problem. The legislation passed during the period should serve as a means by which candidates may track the effectiveness of this approach. The impact of the local municipal schemes and the effect this had on the poor and vagrant will also be discussed. In a wider context other factors might be explored such as the attitude/role of the merchant class or the contribution of charity throughout the period.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> local municipal schemes were more or less effective in dealing with the problem of poverty and vagrancy than government legislation. Attitudes to vagrancy tended not to change that much over the period, although towns like Norwich, Ipswich and London did acknowledge that problems attached to vagrancy needed local solutions whereas central government was intent only on suppression rather than relief.</p>		

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

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

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



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

## SECTION A

Question 1	England's relations with Ireland, Scotland and Wales, c.1603-1649	40 Marks
<p><b>“The monarchy had a better relationship with the English parliament than it had with the parliaments of Ireland and Scotland.” Discuss.</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> England's relations with Ireland and Scotland.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will explore the monarchy's relationship with the English parliament and assess this in relation to its dealing with the Irish and Scottish parliaments. They will likely evaluate the monarchy's relationship with each national institution but perhaps over concentrate on the English parliament without necessarily coming to a judgement.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates should compare and evaluate the relationship the monarchy had with the parliaments of England, Ireland and Scotland. Candidates will be aware that the monarch's relations with the Irish parliament was generally good because it was filled with Protestant landowners who looked to the crown for support against the majority Catholic Irish population. Legally it could not pass legislation without the Crown's approval. The Irish parliament voted to supply Charles I with an army during the Civil War. The Scottish parliament had greater independence and it enjoyed a harmonious relationship until the later 1630's when it challenged the crown especially over religious legislation. The crown's relationship with the English parliament was particularly stormy leading to a breakdown in relations and ultimately war. The Scottish parliament continued to sit and vote the King money during the so-called Eleven Year Tyranny (1629-40).</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether the monarchy had a better relationship with the English parliament than it had with the parliaments of Ireland and Scotland. Candidates are likely to realize that the issue is rather more complex in that these relations changed over time. In general terms the monarchy's relationship with the parliaments of Ireland and Scotland was, for most of the period, better than it was with the English parliament.</p>		

Question 2	James II, the Glorious Revolution and Party Politics c.1685-1715	40 Marks
<p><b>‘The deposition of James II strengthened rather than weakened the power and authority of the Crown’. Discuss.</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the reign of James II and/or the monarchy between 1685 and 1715.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. In generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates might suggest that the monarchy was weaker after the deposition of James II because a king had been effectively removed by parliament. On the other hand, there was no return to republicanism. Parliament’s invitation to William and Mary to become joint rulers demonstrates the country’s dependence on monarchy’s. Parliament seemed unable or unwilling to rule without a monarchy.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates must evaluate the relative strength and power of the monarchy after 1688 up to 1715, before and after the passing of the Bill of Rights. Although the Bill of Rights tipped the balance of power firmly Parliament’s way the Crown still had considerable authority. Unlike James II, William III was a stronger, efficient and more forceful king who had the power to take England to war against France. The monarchy could manipulate parliament by bribing/influencing MPs. Candidates may point out that in 1708 Anne refused to sign into law acts of parliament she did not agree with. They might argue that this shows that the power of the monarchy was apparently undiminished and that it was at least as powerful in 1715 as it had been in 1685. The deposition had not apparently changed things that much.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether the deposition of James II had strengthened rather than weakened the power and authority of the Crown. The issue is complex and some candidates might suggest that the relative strength and power of the monarchy depended on the personality of the individual monarch and the attitude of the political nation to them - James (inefficient, hated and feared), William and Mary (efficient, respected but unloved) and Anne (considered weak and ineffectual).</p>		

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

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

## SECTION B

Question 1	Crime, Disorder and Protest, c1603-1715	40 Marks
<p><b>To what extent were radical ideas mainly responsible for the growth in protest and disorder in the period between 1603 and 1715?</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the growth in disorder and protest and/or radical ideas during the period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> Candidates might focus on the growth of disorder and protest without fully evaluating the contribution to these made by radical ideas.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates should evaluate the contribution that radical ideas made to the growth of disorder and protest alongside other causes such as economic problems, decline in the moral power of the church, the effects of hunger/famine, unemployment and the spread of radical ideas.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which radical ideas mainly responsible for the growth in protest and disorder.</b> Candidates will note that the main factors that caused disorder and protest varied greatly across the period and in different regions of the country.</p>		

Question 2	England's changing relations with foreign powers, c.1603-1715	40 Marks
<p><b>'The most significant development affecting England's relations with foreign powers during the period 1603 - 1715 was her relationship with the Dutch.' Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> England's relations with foreign powers.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> Candidates may simply offer a reign by reign account of England's relations with various continental powers such as France, Spain and the Netherlands while considering wider factors such as religious conflict and economic and colonial rivalry. There must be some consideration of the relationship with the Dutch - two Protestant countries but economic rivals - and its impact on England's relations with France and Spain.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates should focus on the phrase <i>the most significant development</i> in order to track and discuss the key issues that affected foreign affairs both with the Dutch and other continental powers. This discussion should be set alongside a counter argument that debates the contribution of other factors such as political, economic and military issues plus the marriage policies of James and Charles I, the impact of the Civil War or the rise of the Spanish empire.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> England's relationship with the Dutch affected her relations with foreign powers such as Spain and France. Other influences should also be discussed and evaluated such as religion, war, marriage, politics, and diplomatic alliances.</p>		

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

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

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



## SECTION A

Question 1	The Conservatives in the age of Peel and Disraeli, 1834 - 1880	40 Marks
<p><b>'The Second Reform Act of 1867 was Disraeli's most significant achievement.' Discuss.</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Disraeli's career and achievements.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> They will suggest that Disraeli's achieved little of significance apart from his proposal of the Second Reform Act of 1867.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates must provide an assessment of Disraeli's success in securing the Reform Act of 1867 and its relative significance compared to the revival of Conservative fortunes in 1872-74 and the considerable achievements of his second ministry, 1874-80.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether the Second Reform Act was his most significant achievement. In addition to the material at L3 the debate might be broadened at this level to include his role in the split of the Conservative party in 1846, his commitment to social reform and his foreign and imperial policies.</p>		

Question 2	The development of Liberalism, 1846 - 1886	40 Marks
<p><b>‘Gladstone’s greatest success in the period 1868 - 1886 was the achievement of equality of opportunity.’ Discuss.</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Gladstone’s achievements and / or successes.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Answers might suggest uncritically that his greatest success was to achieve equality of opportunity through the ideas of Gladstonian Liberalism.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates should provide a substantial assessment of the achieving of equality of opportunity, as exemplified by the reforms achieved by the first ministry in the Civil Service, army and education. This should be compared with his other aims - his keen interest in financial prudence, pacifying Ireland and the moral aspects of Liberalism.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether equality of opportunity was his greatest success.</b> There will be a discussion of his support for civil liberty and political freedom. In addition to L3 features, candidates may consider more extensively Gladstone’s potential successes in particular the overriding concern to keep the Liberal party together and to provide a solution to the problem of Ireland.</p>		

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

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

## SECTION B

Question 1	Social reform, 1780 - 1886	40 Marks
<p><b>“Social reform in the period 1780-1886 was mainly influenced by Benthamite utilitarians”. Discuss</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of social reform in the nineteenth century.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> They will suggest that the Benthamite utilitarians were a significant influence on social reform. There will be reference to other influences such as humanitarian concerns.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will provide a substantial assessment of the influence of the utilitarians compared with other factors affecting social reform such as the humanitarians, public opinion, parliamentary enquires and political motives, the issue of education and social control. Candidates should offer an overview of the period which demonstrates that they understand the political, social, economic and religious influences on reform in the nineteenth century.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the utilitarians dominated social reform.</b> The examples referred to in Level 3 will be addressed. Candidates will offer a sophisticated overview of the period and present a balanced assessment of the significance of the various factors affecting social reform.</p>		

Question 2	Parliamentary Reform, 1780 - 1886	40 Marks
<p><b>To what extent was the challenge of radicalism the most important factor in generating Parliamentary reform in the period 1780-1886?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of parliamentary reform in the nineteenth century.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> They will suggest that the challenge of radicalism was the most important factor affecting parliamentary reform. There will be reference to other factors such as political self-interest.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will provide a substantial assessment of the importance of the radical challenge and the parliamentary reform movement. They will probably examine the key areas such as 1832, 1867 and 1884 to see whether the suggested factor was decisive when compared with other influences such as political calculation, economic and social pressures and individual motivation such as Grey, Disraeli and Gladstone.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> the challenge of radicalism was significant. There will be a clear assessment of the strength of the radical challenge. The content in L3 answers will be required but there will be a sophisticated overview of the period and a balanced assessment of the motivation behind parliamentary reform.</p>		

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

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

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

## SECTION A

Question 1	Depression and austerity, 1929 - 1951	40 Marks
<p><b>‘The Second World War had the most significant effect on the lives of people of Britain from 1939-1951.’ Discuss.</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> events from 1939-1951. There will be some unfocussed narrative on the period mostly dealing with underdeveloped generalisations. Many candidates may drift into discussing the period pre- 1939.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be some attempt to discuss the effect of war in the period but there will be little or any development through evaluation of other alternative factors which affected people’s lives.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> There will be an attempt to discuss whether the war had the greatest effect on the lives of the people of Britain from 1939-1951 in view of other possible alternatives such as social developments or social/educational/economic reforms.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> Candidates will provide a balanced account of the whole period in the question and will develop a substantiated debate considering whether the war had the greatest effect on the lives of the people of Britain during the period 1939-1951. They will evaluate other important developments during the period and in particular discuss the impact of notable reforms which affected different groups especially from 1945-51.</p>		



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

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

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

## SECTION B

Question 1	Social reform, 1880 - 1980	40 Marks
<p><b>To what extent was social reform mainly promoted to protect Britain's economic interests during the period 1880 - 1980?</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or weak descriptive account of</b> issues relating to social reform between 1880-1980.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> Candidates at this level may suggest that protecting economic interests was the main influence on social reform, and may well mention some other contributory factors such as genuine concerns or political motivation.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will discuss the influence of protecting economic interests set against other issues which may, or may not have been more influential in bringing about social reform. These will be an acknowledgement that social reform was influenced at different times by a variety of factors.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> protecting economic interests mainly influenced social reform across the period 1880-1980. Candidates will provide a sustained evaluation considering the motivation for social reform at the turn of the century, social reforms pre 1914, the effects of the inter-war depression, Labour Government 1945-51 and other issues facing the welfare state after 1945.</p>		

Question 2	Britain and Europe, 1880 - 1980	40 Marks
<p><b>‘British foreign policy 1880-1980 was mainly characterised by conflict rather than co-operation’ Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or weak descriptive account of Britain’s foreign policy in this period in very general terms.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period</b> They may suggest that British foreign policy from 1880-1980 was mainly characterised by conflict rather than co-operation. They may describe areas of both conflict and co-operation.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will discuss in detail whether British foreign policy from 1880-1980 was mainly characterised by conflict rather than co-operation. They will come to a judgement by covering the political, military, social, economic and cultural factors which affected British foreign policy in most of the period 1880-1980.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> British foreign policy between 1880-1980 was mainly characterised by conflict rather than co-operation. A balanced judgement should be made in relation to issues such as the changing relationship with Europe, the fear of German expansion, Splendid Isolation, lack of faith in the League of Nations and individual agreements. They should consider Britain’s changing status after 1880, causes of conflict in 1914 and 1939, Britain’s world role throughout the period, and the development of co-operative economic areas - EFTA and EEC.</p>		

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

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

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

## SECTION A

Question 1	The reign of Philip II, 1551 - 1598	40 Marks
<p><b>“The annexation of Portugal in 1580 was Philip II’s greatest achievement.” Discuss.</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Philip II’s reign in general or Philip’s annexation of Portugal.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates may well discuss the annexation of Portugal as Philip’s most significant policy as he now had full control of the Iberian peninsula. Little attempt will be made to offer specific historical support of the extent of the impact this had on Spain’s relationship with Europe or of other achievements of Philip II.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Consideration will be given to the significance of the annexation as it increased Spain’s power in trade with Portuguese overseas territories. Discussion will be attempted on the significance of other achievements which enhanced Philip’s power and increased Spain’s standing in Europe, such as the championship of the Catholic Reformation, government of the Netherlands, Anglo Spanish relations and centralisation and administration of Spain.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the annexation of Portugal was Philip II’s greatest achievement.</b> Discussion of the impact of the annexation of Portugal should be evaluative and supported by specific relevant historical knowledge. This should be balanced by a consideration of the significance of other potential achievements such as Spanish dealings in the Counter Reformation, relations with the Netherlands, policy towards England, the Ottomans and the Spanish New World, each of which contributed to in giving Spain her pre-eminent position in Europe in the reign of Philip II.</p>		

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



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

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

## SECTION B

Question 1	Political and religious change in Europe, 1515 - 1621	40 Marks
<p><b>To what extent was the threat of the Ottoman Empire the main challenge for Europe from 1515-1621?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the threat posed by the Ottoman Empire.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> Consideration will be given to the Ottoman Empire as a challenge to Europe, 1515-1621. There will also be reference to other challenges that faced Europe such as the religious Reformations and the wealth of the New World.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will consider both the political and religious challenges to 16<sup>th</sup> century Europe. Consideration will be given to such political challenges such as Renaissance monarchy, Imperial power and the threat of the Protestant and Catholic Reformations. An attempt will be made to balance this against the challenge presented by the might, conquest and wealth of the “infidel” Ottoman Empire.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> the threat of the Ottoman Empire was the main challenge to Europe, between 1515-1621. Consideration having been given to the influence of power, wealth and religious threat of the Ottoman Empire, these factors then need to be set against other political and religious challenges which faced 16<sup>th</sup> century Europe. Challenges such as the Protestant and Catholic Reformations, the discover, conquest and exploitation of the New World, the dominance of the Hapsburgs and Spain as compared to the challenge of the threat from the Ottoman Empire over the period as a whole.</p>		

Question 2	Spain and Europe, 1516 - 1621	40 Marks
<p><b>To what extent did Spain’s colonial policies have the most significant impact on the Spanish relationship with other European powers in this period?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of Spain’s colonial policies and / or her relationship with Europe.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> Consideration will be given to colonial policies as a major influence on Spain’s relationship with the European powers during the reigns of Charles V, Philip II and Philip III. There will be reference to other factors such as religious leadership and political relations.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will consider the impact of Spanish colonial policies as a consideration in Spain’s dealings with Europe in this period and will consider both Spain’s conquest and rule of the New World, her Atlantic and Far East possessions and the economic advantage, trading opportunities and status they brought to Spain’s relationship with Europe. They will consider other issues which could be classed as factors which influenced Spain’s relationship with Europe such as opposition to the Reformation and championing the Catholic Reformation, adoption of Renaissance culture and in particular Spain’s political leadership and the part she played in European conflicts with the Ottoman Turks and in the Mediterranean, the Valois in Italy, the princes in Germany as well as Anglo Spanish relations and conflict in the Low Countries.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> Spanish colonial policies were the most important aspect of Spain’s relationship with Europe in the period 1516-1621. The answer will be balanced by considering the significance of other economic, social, political and religious factors which dominated the relationship between Spain under Charles V, Philip I and Philip III. There will be full period coverage.</p>		

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

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

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

## SECTION A

Question 1	Catherine the Great, 1762 - 1796	40 Marks
<p><b>‘Catherine the Great’s success in dealing with Poland was her greatest achievement in foreign policy.’ Discuss</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of Russia during the reign of Catherine the Great.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on whether Catherine the Great’s success in dealing with Poland was her greatest achievement. There may be a limited range of content provided which describes aspects of Catherine’s foreign policy.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will clearly attempt to engage with the question set. They will focus on the extent to which Catherine the Great’s success in dealing with Poland was her greatest achievement. Accounts of the reign will clearly weigh up her foreign policies within the context of how beneficial they proved for Russia. There will be some exploration of what constituted her greatest achievement of foreign policy. The benefits of her foreign policy in firmly establishing Russia as a major power will be balanced against the cost to the Empire. It is anticipated that specific examples will be provided.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> the extent to which Catherine the Great’s success in dealing with Poland was her greatest achievement. A fully integrated response which considers areas where her foreign policy was a triumph for Russian interests should be balanced by less successful aspects. They will note in a clear and coherent way a counter-view. A range of policies and foreign actions will be analysed carefully and evaluated before reaching a judgement of what constituted her greatest achievement in foreign policy.</p>		

Question 2	Commercial and colonial rivalry, 1750 - 1815	40 Marks
<p><b>To what extent were disputes between Britain, France and Holland in this period mainly caused by their rivalry in Asia?</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the disputes between Britain, France and Holland in this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> There will be an attempt to focus on the disputes between Britain, France and Holland in general. Descriptions of the rivalry will tend to dominate the accounts. References to the activities of the respective East India Companies will be partial and undeveloped.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will focus on whether the disputes between Britain, France and Holland were mainly due to the rivalry with Asia or if there were other factors. They will explore the nature of the relationship between the respective government and their East India companies as well as exploring where tensions occurred notably in India and the far east. While trading rivalries in Asia were a key factor candidates should cite examples where the rivalry was clearly based on other concerns such as strategic and territorial issues. Accounts should therefore include, in varying degrees, other possible causes of tension.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether the rivalry which existed between Britain, France and Holland mainly due to the rivalry in Asia. While there was clearly an element of truth, in the assertion in some ways the context was much wider. Tensions between Britain and France were certainly about trade but also about securing strategic and imperialistic advantages. Mercantilist trading systems, commerce, trade and ensuring the security of interests were very much part and parcel of the same concern. During the Seven Years War, trade and security, the activities of the French and British East Indian companies almost merge.</p>		

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

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



## SECTION B

Question 1	France, 1715 - 1815	40 Marks
<p><b>To what extent was the growth of radical ideas the most significant development in France during the period 1715-1815?</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of France</b> between 1715-1815. There will be some attempt to provide a very general and superficial account of changes and developments which impacted on France during this period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> There will be an attempt to focus on whether the growth of radical ideas was the most significant development in France during the period 1715-1815. The responses will mainly list the various periods from Louis XV down to Napoleon and will contain much descriptive content.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will focus on the extent to which the growth of radical ideas was the most significant development in France during the period 1715-1815. Analysis of other significant developments such as the overthrow of the <i>ancien regime</i> and the bloody and chaotic birth of the First Republic will be provided in an attempt to address the question. Candidates will confront the issue and pose alternative views such as the emergence of democratic republicanism or of government by terror.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> the growth of radical ideas was the most significant development in the period. They will seek to challenge this view by presenting in a coherent and integrated response a range of alternative factors such as the overthrow of the monarchy or the emergence of democratic republicanism, the rise of the bourgeoisie or the various attempts to secure constitutions. The influence of the growth of radical ideas will be weighed up against the whole period with reference to the Philosophes and the impact that radicalism had on the Revolutionary period. Answers may challenge the premise in the question by evaluating other developments such as the impact of war ( in America and Europe ) and economic and social change.</p>		

Question 2	Great Power rivalry, 1696 - 1815	40 Marks
<p><b>To what extent were disputes over succession the most important influence on Great Power rivalry between 1696 and 1815 ?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of the rivalry between the European Great Powers during this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant. There will be some attempt to cover the set period.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to cover the set period.</b> There will be an attempt to focus on whether disputes over succession were the most important influence on Great Power rivalry between 1696-1815. Most of the content will be narrative, possibly consisting of a list of various conflicts and alliances across the period, in a largely chronological fashion. There may be little focus on the notion that some disputes were over dynastic succession and some examples may be cited but will likely be undeveloped.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will clearly attempt to engage with the question set. They will focus on whether disputes over succession were the most important influence on Great Power rivalry between 1696-1815. A clear emphasis will be placed on the key phrase ‘the most important factor’ and this will be reflected in the responses. Balanced accounts will support the view while a number of very important disputes did revolve around dynastic successions - the war of Spanish Successions or the War of Austrian succession but there were clearly also other forces at work. A number of the most important conflicts had in reality little to do with dynastic succession and were either about establishing commercial hegemony (the Seven Years’ War) or confronting revolution and imperialism (wars against France 1792-1815). Clearly when considering France the issue after 1792 was the desire to restrict the contagion of revolutionary idealism.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> disputes over succession were the most important influence on Great Power rivalry between 1696-1815. They will challenge the notion and suggest that Great Power rivalry was driven by many factors, one of which involved dynastic succession, and that arguably as the years passed this factor receded in importance when weighed against others. In a way dynastic concerns gave way to other issues such as commercial and territorial rivalry or the need after 1789 of preventing France from conquering Europe firstly during the First Republic and the under Napoleon. While dynastic conflicts in Spain (1700-1713) and Austria (1740-48) caused prolonged turmoil, other disputes were less about dynastic concern than about establishing dominance in a defined area such as the Baltic (The Great Northern War) or seizing territory.</p>		

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

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

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

## SECTION A

Question 1	France, 1848 - 1870	40 Marks
<p><b>'The Second Empire under Napoleon III resulted in little more than unfulfilled ambitions'. Discuss.</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the main events of Napoleon's reign.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will attempt to consider some of the features of his reign and reach the judgement that it was essentially one of unfulfilled ambitions.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will evaluate the extent to which the Second Empire resulted in nothing more than unfulfilled ambitions. Candidates should outline Napoleon's ambitions. He wanted to reconcile order with progress and in foreign policy he set out to undo the Vienna Settlement, promote nationalism and resurrect Napoleonic tradition. It has been suggested that he was an idealist with genuine feeling for the welfare of the population. Candidates should consider these issues and examine both Napoleon's domestic and foreign policies. They might argue that there was a genuine attempt to liberalise the regime and there was economic growth and development. Against this candidates might argue that the liberalisation and welfare policies were only skin deep and that ultimately there were little positive achievements at home or abroad. Candidates might comment that there was some success in foreign policy in terms of Italy and the Crimean War but there was humiliation in the Mexican adventure and the Franco-Prussian War so that the Napoleonic tradition was not continued and ambitions unfulfilled.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether or not the Second Empire represented nothing more than unfulfilled ambitions. More subtle analysis will explore the merits of some of the so called progress and improved prestige. Candidates will evaluate the Emperor's plan to bring about social change by means of economic progress. They might argue that Napoleon III brought real and lasting benefits to France and so fulfilled his ambitions. There might be a rigorous attempt to defend Napoleon's attempts to revive the Bonapartist tradition or a more routine discussion of the failure/inconsistency of his foreign policy episodes and the lack of real depth or commitment to reform and progress at home. A meaningful discussion of the relevant arguments should emerge which focuses clearly upon the question of whether or not Napoleon's regime produced a catalogue of unfulfilled ambitions.</p>		

Question 2	Russia, 1881 - 1917	40 Marks
<p><b>To what extent was the collapse of the Tsarist government in 1917 mainly due to circumstances beyond its control?</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the events leading up to the fall of the Tsarist government.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will consider the view that the Tsarist government collapsed because of circumstances beyond its control. Answers may assert that the revolution which brought down the Tsarist government was spontaneous and so the Tsarist government was unable to do anything to control events.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> about whether or not the Tsarist regime collapsed mainly due to circumstances beyond its control. Candidates might well conclude that the revolution was really leaderless and spontaneous. Candidates might well argue that the Tsarist government found itself in a difficult and challenging position; the process of industrialization had created new classes and social conditions which were above the challenge of any ruler or system of government let alone the Tsarist autocracy. The concerns of industrial workers and peasants coincided during the war with dangerous consequences. The personnel who supported the regime lost faith in the regime and the army refused to take action against worker unrest. Arguably these circumstances were beyond the control of the Tsarist government. However, arguably the Tsarist government could have made things better with meaningful reform. The years 1906-14 were wasted and the Tsar's decision to run the war as an autocrat, and his refusal to work with patriotic elements within the Duma served to alienate elements which might have formed the basis of moderate conservative support for the regime.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> or not the Tsarist regime collapsed mainly due to circumstances beyond its control. Candidates might argue that the attitude and actions of the army could not have been predicted by the Tsarist government and so this was beyond its control. Others might argue that the Tsar was incapable of responding effectively to the conditions in Russia anyway. Some candidates might focus upon the view that the role of the Tsar or the system of government was of little consequence because of the force of historical change through class conflict. Others might argue that Nicholas was resistant to change and so he ignored the problems which he faced. It was not beyond his control to avoid revolution. Some candidates might conclude that Tsarism collapsed because of a mixture of pressures both internal and external. The war brought these into focus and the Tsarist government could not predict the outcome nor prevent it.</p>		

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

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

**SECTION B**

<b>Question 1</b>	International relations, 1815 - 1914	<b>40 Marks</b>
<p><b>To what extent was the preservation of the balance of power the main influence on international relations in the period 1815-1914?</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> international relations in this period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> Answers will assert that the balance of power was the main influence upon international relations in the period. Some of the key areas related to the issue of the balance of power should be addressed across the entire period and there will be an attempt to evaluate the motivational issues related to the balance of power in terms of political/commercial and economic rivalries in relation to the powers.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will make an attempt at an historical overview and evaluate whether the desire to achieve a balance of power was the key issue affecting international relations in the period. The preservation of the balance of power affected the interests of most of the European powers since it was a necessary pre-requisite for peace and stability. The five Great Powers took the view that a rough equality of power was a desirable thing to maintain after 1815. However, a passive acceptance was not in itself enough and candidates should argue that threats to this consensus came from different powers at different times, France and Russia after 1815 and Germany later. Candidates should evaluate the threat to the balance of power and weigh up the individual aspirations of the powers in terms of other key factors such as the Eastern Question and European alliances as well as the peace treaties which punctured the period. Candidates will also examine the way in which the revolutions of the period influenced international relations and commercial rivalries.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> the preservation of the balance of power was the main influence upon international relations in the period. The maintenance of the balance of power was based on three key principles: national self-restraint, respect for peace treaties and a willingness to work together in order to achieve it. However, the search for the balance of power through the Concert of Europe was inevitably vulnerable to the different ambitions of the powers. Candidates should also evaluate the role of imperial and colonial policies and the role of individual powers in creating economic issues and rivalries. Candidates might focus upon issues like the scramble for Africa, the Balkans, the eastern Mediterranean; the Near East or South America. Candidates should examine the complexities of the international arena and show that national self-interest was also a determinant in the development of European relations. Candidates should examine the positive and negative factors which affected international relations such as revolutions or international co-operation in its various forms. Some candidates might argue that the experience of war was the main influence.</p>		



Question 2	Germany, 1815 - 1914	40 Marks
<p><b>To what extent were economic factors mainly responsible for the development of Germany in the period 1815-1914?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of the development of Germany in the period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> Candidates will attempt to form a judgement about whether or not economic issues were mainly responsible for developments in the period. Candidates will examine issues such as the economic development of Prussia, Bismarckian economic policy; German economic growth between the accession of Wilhelm II and the outbreak of WW1 and assess their impact upon the development of Germany.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response which makes attempt to come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will discuss the extent to which economic issues were responsible for the development of Germany in the period and weigh this up against a range of other factors such as impact of war in the development of Germany. Candidates will come to a judgement about whether or not economic factors were the driving force for change and development in Germany in the period. This will be then evaluated against a range of other factors such as political leadership or the role of nationalism in the development of Germany in the period. They might argue that the significance of the economic development of Germany culminated in a young, dynamic and outwardly confident country. Economic development under Prussia seemed to play a constructive role in development of a nation state, Bismarck and the Kaiser Bismarck engineered a nation state.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from access a range of different perspectives, as appropriate, the extent to which</b> economic issues were mainly responsible for the development of Germany in the period. Candidates might argue that the economic development of Germany throughout the period was bound to become reflected in Weltpolitik at the end of the century. Weltpolitik became an external reflection of internal German developments. The economic development of the country had renewed and increased the national sense of power and this shaped the development of Germany. Others might argue that economic development which finally found expression in Weltpolitik was actually a political diversion. Arguably German was shaped by individual statesmen and leaders. The impact of a movement for an united Germany may have been the driving force for the development of Germany, but without the vision and ambition of the leaders it would never have happened. This will then be placed in the context of the economic and cultural development of Germany throughout the century and the subsequent wars that emerged.</p>		

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

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

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

## SECTION A

Question 1	France, 1848 - 1870	40 Marks
<p><b>'The Second Empire under Napoleon III resulted in little more than unfulfilled ambitions'. Discuss.</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the main events of Napoleon's reign.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will attempt to consider some of the features of his reign and reach the judgement that it was essentially one of unfulfilled ambitions.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement.</b> Candidates will evaluate the extent to which the Second Empire resulted in nothing more than unfulfilled ambitions. Candidates should outline Napoleon's ambitions. He wanted to reconcile order with progress and in foreign policy he set out to undo the Vienna Settlement, promote nationalism and resurrect Napoleonic tradition. It has been suggested that he was an idealist with genuine feeling for the welfare of the population. Candidates should consider these issues and examine both Napoleon's domestic and foreign policies. They might argue that there was a genuine attempt to liberalise the regime and there was economic growth and development. Against this candidates might argue that the liberalisation and welfare policies were only skin deep and that ultimately there were little positive achievements at home or abroad. Candidates might comment that there was some success in foreign policy in terms of Italy and the Crimean War but there was humiliation in the Mexican adventure and the Franco-Prussian War so that the Napoleonic tradition was not continued and ambitions unfulfilled.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether or not the Second Empire represented nothing more than unfulfilled ambitions. More subtle analysis will explore the merits of some of the so called progress and improved prestige. Candidates will evaluate the Emperor's plan to bring about social change by means of economic progress. They might argue that Napoleon III brought real and lasting benefits to France and so fulfilled his ambitions. There might be a rigorous attempt to defend Napoleon's attempts to revive the Bonapartist tradition or a more routine discussion of the failure/inconsistency of his foreign policy episodes and the lack of real depth or commitment to reform and progress at home. A meaningful discussion of the relevant arguments should emerge which focuses clearly upon the question of whether or not Napoleon's regime produced a catalogue of unfulfilled ambitions.</p>		

Question 2	Russia, 1881 - 1917	40 Marks
<p><b>To what extent was the collapse of the Tsarist government in 1917 mainly due to circumstances beyond its control?</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the events leading up to the fall of the Tsarist government.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will consider the view that the Tsarist government collapsed because of circumstances beyond its control. Answers may assert that the revolution which brought down the Tsarist government was spontaneous and so the Tsarist government was unable to do anything to control events.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> about whether or not the Tsarist regime collapsed mainly due to circumstances beyond its control. Candidates might well conclude that the revolution was really leaderless and spontaneous. Candidates might well argue that the Tsarist government found itself in a difficult and challenging position; the process of industrialization had created new classes and social conditions which were above the challenge of any ruler or system of government let alone the Tsarist autocracy. The concerns of industrial workers and peasants coincided during the war with dangerous consequences. The personnel who supported the regime lost faith in the regime and the army refused to take action against worker unrest. Arguably these circumstances were beyond the control of the Tsarist government. However, arguably the Tsarist government could have made things better with meaningful reform. The years 1906-14 were wasted and the Tsar's decision to run the war as an autocrat, and his refusal to work with patriotic elements within the Duma served to alienate elements which might have formed the basis of moderate conservative support for the regime.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether</b> or not the Tsarist regime collapsed mainly due to circumstances beyond its control. Candidates might argue that the attitude and actions of the army could not have been predicted by the Tsarist government and so this was beyond its control. Others might argue that the Tsar was incapable of responding effectively to the conditions in Russia anyway. Some candidates might focus upon the view that the role of the Tsar or the system of government was of little consequence because of the force of historical change through class conflict. Others might argue that Nicholas was resistant to change and so he ignored the problems which he faced. It was not beyond his control to avoid revolution. Some candidates might conclude that Tsarism collapsed because of a mixture of pressures both internal and external. The war brought these into focus and the Tsarist government could not predict the outcome nor prevent it.</p>		

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

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

**SECTION B**

<b>Question 1</b>	<b>International relations, 1815 - 1914</b>	<b>40 Marks</b>
<p><b>To what extent was the preservation of the balance of power the main influence on international relations in the period 1815-1914?</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of international relations in this period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> Answers will assert that the balance of power was the main influence upon international relations in the period. Some of the key areas related to the issue of the balance of power should be addressed across the entire period and there will be an attempt to evaluate the motivational issues related to the balance of power in terms of political/commercial and economic rivalries in relation to the powers.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will make an attempt at an historical overview and evaluate whether the desire to achieve a balance of power was the key issue affecting international relations in the period. The preservation of the balance of power affected the interests of most of the European powers since it was a necessary pre-requisite for peace and stability. The five Great Powers took the view that a rough equality of power was a desirable thing to maintain after 1815. However, a passive acceptance was not in itself enough and candidates should argue that threats to this consensus came from different powers at different times, France and Russia after 1815 and Germany later. Candidates should evaluate the threat to the balance of power and weigh up the individual aspirations of the powers in terms of other key factors such as the Eastern Question and European alliances as well as the peace treaties which punctured the period. Candidates will also examine the way in which the revolutions of the period influenced international relations and commercial rivalries.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which</b> the preservation of the balance of power was the main influence upon international relations in the period. The maintenance of the balance of power was based on three key principles: national self-restraint, respect for peace treaties and a willingness to work together in order to achieve it. However, the search for the balance of power through the Concert of Europe was inevitably vulnerable to the different ambitions of the powers. Candidates should also evaluate the role of imperial and colonial policies and the role of individual powers in creating economic issues and rivalries. Candidates might focus upon issues like the scramble for Africa, the Balkans, the eastern Mediterranean; the Near East or South America. Candidates should examine the complexities of the international arena and show that national self-interest was also a determinant in the development of European relations. Candidates should examine the positive and negative factors which affected international relations such as revolutions or international co-operation in its various forms. Some candidates might argue that the experience of war was the main influence.</p>		

Question 2	Germany, 1815 - 1914	40 Marks
<p><b>To what extent were economic factors mainly responsible for the development of Germany in the period 1815-1914?</b></p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p><b>Answers will be an unfocussed or descriptive account of the development of Germany in the period.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period.</b> Candidates will attempt to form a judgement about whether or not economic issues were mainly responsible for developments in the period. Candidates will examine issues such as the economic development of Prussia, Bismarckian economic policy; German economic growth between the accession of Wilhelm II and the outbreak of WW1 and assess their impact upon the development of Germany.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will focus on the thrust of the question set in a developed response which makes attempt to come to a balanced judgement on the question set over most of the period of the topic.</b> Candidates will discuss the extent to which economic issues were responsible for the development of Germany in the period and weigh this up against a range of other factors such as impact of war in the development of Germany. Candidates will come to a judgement about whether or not economic factors were the driving force for change and development in Germany in the period. This will be then evaluated against a range of other factors such as political leadership or the role of nationalism in the development of Germany in the period. They might argue that the significance of the economic development of Germany culminated in a young, dynamic and outwardly confident country. Economic development under Prussia seemed to play a constructive role in development of a nation state, Bismarck and the Kaiser Bismarck engineered a nation state.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from access a range of different perspectives, as appropriate, the extent to which</b> economic issues were mainly responsible for the development of Germany in the period. Candidates might argue that the economic development of Germany throughout the period was bound to become reflected in Weltpolitik at the end of the century. Weltpolitik became an external reflection of internal German developments. The economic development of the country had renewed and increased the national sense of power and this shaped the development of Germany. Others might argue that economic development which finally found expression in Weltpolitik was actually a political diversion. Arguably German was shaped by individual statesmen and leaders. The impact of a movement for an united Germany may have been the driving force for the development of Germany, but without the vision and ambition of the leaders it would never have happened. This will then be placed in the context of the economic and cultural development of Germany throughout the century and the subsequent wars that emerged.</p>		



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

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

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

Question 1	Economic activity and social change in Wales c.1534-1588	40 Marks
<p>“The most significant change for people in Wales between 1534 and 1588 was the greater opportunity for social advancement.” Discuss.</p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of social change in Wales between 1534 and 1588.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates should consider the fact that the opportunity for social advancement was largely confined to the propertied classes but increased trade did offer the lower classes an opportunity to enrich and better themselves. However candidates should begin to consider other equally significant social and economic developments such as the creation of landed estates, growth in towns and industry and changes in Welsh cultural life.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates must evaluate the significance of the development for social advancement and compare it alongside other social and economic developments such as the creation of landed estates, growth in towns and industry, changes in Welsh cultural life and agricultural changes. Candidates might point to the fact that the most significant development was more the growth in the poor and vagrants rather than social advancement. The poor and vagrants had no means of social advancements or bettering themselves.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the most significant development in Wales between 1534 and 1588 was the greater opportunity for social advancement. For the gentry, and the most talented minority of the lower classes, it certainly was a factor but there were other social and economic developments that were as if not more significant for the people of Wales.</p>		

Question 2	The Elizabethan Church settlement and religious change in Wales, c.1559-88	40 Marks
<p><b>“The most significant development in Wales between 1559 and 1588 was the suppression of Catholicism”. Discuss</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of religious change and/or Catholic recusancy.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on the nature and repression of the Catholic recusancy and make simplistic judgements about religious change. They must begin to consider the government’s hardening attitude to recusants and the impact legislation had on their numbers and ability to operate freely in Wales.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should evaluate the contribution that the deliberate destruction of Catholicism had on religious change and debate whether this was the most significant development during this period. Candidates must discuss this against other developments such as Richard Davies’s work and influence, the Church Settlement, the roles of Salesbury and Morgan and the translation of the Scriptures into Welsh and the appointment of talented and capable clergy to lead the Church in Wales.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the most significant development was the suppression of Catholicism. Other developments will be debated and evaluated such as the conversion of the people of Wales to Protestantism and the contribution of Davies together with the Church Settlement and translation of the Scriptures.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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

Question 1	Personal Rule and Conflict with Parliament, c1629-1642	40 Marks
<p>'The main cause of Parliament's conflict with the Crown in the period 1629-42 was the influence of royal favourites'. Discuss</p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Parliament's conflict with the Crown and / or the role of royal favourites.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on the role of the royal favourites- Buckingham, Laud, Wentworth- and make simplistic judgements about Parliament's conflict with the Crown. However, candidates should begin to consider other factors such as religion and the aggressive attitude of radical MPs and their belief in the rights and privileges of Parliament.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should evaluate the contribution that the influence of the royal favourites had on Parliament's conflict with the Crown alongside other factors such as the King's personality/actions, argument over the religious policy, obstinacy and assertiveness of parliament/MPs. Candidates will note the Crown's perennial problem with raising enough money to govern the kingdom and its unwillingness to negotiate with Parliament.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the influence of the royal favourites was the main cause of Parliament's conflict with the Crown. Some might counter-argue that disagreement over finance was mainly responsible for Parliament's conflict with the Crown. The King's belief in Divine Right should also feature as a powerful point of debate to explain why tension turned into conflict.</p>		

Question 2	Cromwell and the Interregnum, c.1649-1660	40 Marks
<p><b>‘Oliver Cromwell’s failures contributed more than anything else to the restoration of the monarchy in 1660.’ Discuss</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Cromwell’s period in power and/or the restoration of the monarchy.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on Cromwell’s rule or engage in a discussion of the reasons why the monarchy was restored but they may not explicitly link the two. Some candidates might realize that the statement is rather provocative.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should discuss the reasons why the monarchy was restored and debate the contribution that Cromwell’s failure made to this. Candidates should demonstrate some awareness of the fact that Cromwell’s policies and his reliance on the army had become unpopular by the time of his death. Cromwell’s failure to work with or reform Parliament, or in firmly establishing the Republic, were factors that contributed to the restoration of the monarchy. Obviously Cromwell did not knowingly work for the restoration of the monarchy but his unpopularity and failure to properly secure the succession of his son did inadvertently lead to the return of Charles II. Of course there were other reasons to explain why the monarchy was restored in 1660 and these need to be explored.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not Cromwell contributed more than anyone to the restoration of the monarchy. There were other factors that promoted the restoration and these must be discussed and evaluated.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



Question 1	Peel and Reform, 1834-1846	40 Marks
<p>To what extent was Sir Robert Peel successful in changing the ideas and policies of the Conservative party in the period 1834-46?</p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Peel's achievements between 1834-46.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers will consider that Sir Robert Peel did change the ideas and policies of the Conservative party in the period 1834-46. There may also be a counter that he carried on most policies in this period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will offer a substantial assessment of Peel's Tamworth manifesto, his attempt to broaden the base of Conservative party and the gradual switch to free trade policies which had left his backbenchers cold by 1845-46.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, Peel's effect on his party's ideas and policies. Answers will involve a sustained judgement on this issue. Candidates may consider that the alternatives mentioned in Level 3 deserve serious consideration and that the party, as a whole was not that much changed by 1846.</p>		

Question 2	The period of Rebecca, 1839-1843	40 Marks
<p><b>‘Primarily a determined attempt to achieve social justice.’ How valid is this assessment of the causes of the Rebecca riots?</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Rebecca riots and / or their causes.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. They might conclude that the riots were a desperate attempt to achieve social justice or that there were other key factors in causing the riots .</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will offer a substantial assessment of the motivation of the Rebecca riots in particular the concept of achieving social justice. This will involve an evaluation of the toll issues, the poor law, the tithe and rural poverty all of which impacted on people in a negative way.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the riots were a desperate attempt to achieve social justice. Answers will involve a sustained judgement on the issue. They will consider the alternative views in L3 above. The level of evaluation will be higher than L3 and will be fuller on the motivation of the followers of Rebecca .</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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

Question 1	Education, religion and cultural change in Wales, 1990-1914	40 Marks
<p><b>‘Conflict in Wales in this period was largely caused by religious tensions.’</b> Discuss</p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Wales between 1900-1914 or of religious tensions.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will suggest that religious tensions largely caused conflict in Wales 1900-1914, but may suggest some other causes of conflict in the period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will discuss whether religious tensions was largely the cause of conflict in Wales 1900-1914 when set against other causes of conflict in the period</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the religious tensions were largely responsible for conflict in Wales, 1900-1914. Candidates will provide a sustained response considering other tensions especially those associated with education and cultural change.</p>		

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

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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

Question 1	British foreign policy, 1929-1939	40 Marks
<p>'British foreign policy between 1935-1939 was largely successful in achieving its aims.' Discuss.</p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of British foreign policy between 1935-1939 with only general references to the actual question set.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will discuss whether British foreign policy 1935-1939 was successful in achieving its aims and may well suggest other possible views including those that see foreign policy as a failure.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will discuss whether, under the circumstances, British foreign policy 1935-1939 achieved its aims. These will include success in protecting the empire and Britain's economy and success in re-arming and buying time for war preparation.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether, under the circumstances, British foreign policy between 1935-1939 achieved its aims. Candidates will produce a substantiated response considering possible successes in avoiding conflict, re-arming issues, working with other countries and responding to legitimate grievances. The extent of success will be clearly evaluated.</p>		

Question 2	Depression and recovery, 1933-1939	40 Marks
<p><b>'The 1930s was a period of suffering and hardship for most people in Britain.' Discuss.</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the depression years. There will be some unfocussed narrative on the period mostly dealing with underdeveloped generalisations.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to evaluate the 1930s as a period of suffering and hardship for most people but there will be little or any development through evaluation of other alternative views of the period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. There will be an attempt to discuss whether describing the 1930s as a period of suffering and hardship for most people is an accurate assessment in view of other possible interpretations. Government reaction to unemployment, means testing, hunger marches, issues such as limited legislation, special areas, response to minority parties and other political solutions will all form part of the discussion.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the 1930s was a period of suffering and hardship for most people or whether there were significant positive developments in the period. Candidates will provide a balanced account of the whole period and will develop a substantiated debate considering in particular the impact of regional variations.</p>		



## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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

Question 1	Charles V and the German Reformation, 1515-1555	40 Marks
<p>'The Peace of Augsburg was the most significant development in Charles's V's fight against Lutheranism.' Discuss.</p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Charles V's fight against Lutheranism ending in the Peace of Augsburg.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set that in Charles' fight against Lutheranism, the Peace of Augsburg was the most significant development as a bi-confessional Germany was established in 1555. There will be references to other developments such as the calling of the Council of Trent.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates might consider that Charles' failure, after Worms, to extinguish the spread of Luther's ideas in Germany was a major factor in the acknowledgement at Augsburg of two faiths in Germany. However, perhaps of equal importance was the triumph of the Protestant Princes in allowing Lutheranism to develop after setting up of the Schmalkaldic League. They might note that not all Princes were in support of the new religion and that there were factors beyond Charles V's control.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the Peace of Augsburg was a direct consequence of Charles's conduct in the period. They should include an assessment of the varying significance of other major factors such as the impact of the Peasants War, the emperor's relationship with the papacy and the late calling of a General Council at Trent. Candidates at this level should consider including evaluation of the role of Luther's ideas, support from various sectors of German society and the economic, political and social factors in Germany which were significant in Charles' fight against Lutheranism.</p>		

Question 2	The Peasants War, 1521-1525	40 Marks
<p>To what extent was Thomas Muntzer mainly responsible for the revolt of the German peasants in 1525?</p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Thomas Muntzer and / or the Peasants War.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set that the main cause of the peasants revolting was Thomas Muntzer. There will be reference to other factors such as economic and social discontent.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will identify the complex causes of the revolt and begin to assess their relative importance. These might include economic, political and social causation as well as the influence of individuals like Muntzer.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Thomas Muntzer was mainly responsible for the Peasants Revolt of 1525. Candidates at this level would note that he was only one factor in a complicated picture and perhaps they might assess that the revolt had different causes in different regions. The numerous economic, political and social grievances did not always find a voice in radical preachers. They might offer that, for example, in South West Germany causation included increase taxation and a rise in population. Answers might also offer that the revolt was not a coordinated event and that there were possibly five different uprisings. At this level it is expected that candidates will be able to articulate the complex picture which emerges of the causes of the revolt of the peasants in Germany.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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

Question 1	The Terror, 1792-1795	40 Marks
<p>'The war was mainly responsible for the emergence of government by Terror'. Discuss</p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Terror. There will be some attempt to provide a very general and superficial account of events in France following 1789.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on whether Terror emerged mainly as a consequence of the war or whether there were other aims. There will be some examination of the context in which the Terror emerged and the various crises facing the republic may be noted but much of this will be narrative. Descriptions of the policies during the Terror will tend to dominate the accounts with possibly some bolt on consideration of the impact of the war.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will focus on whether war was mainly responsible for the emergence of the Terror or whether there other wider issues at stake. They will suggest that, while the crises brought about by the war and in particular its expansion in 1793 were a very important part of the decision taken by revolutionary governments to launch a policy of Terror, there were other concerns also operating. Attention will be given to the context in which revolutionary government operated and the deteriorating domestic situation.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, the extent to which the war was mainly responsible for the emergence of government by Terror or whether there were other agendas operating among the CPS in particular. Accounts will provide detail of how some of the more extreme Jacobins were attempting to re-shape France by creating a much more egalitarian society - the republic of virtue. However the escalation of the war following the execution of Louis in January 1793 needs also to be discussed. The rapidly deteriorating economic situation - particularly the protest of urban food shortages - promoted a dramatic response from the CPS . Also the federal revolts and very real prospects of the disintegration of the Republic were additional factors for the emergence of government by terror. They will argue with some conviction that while the war was a key factor there were other agendas which were forwarded by extreme Jacobins under the umbrella of the military crisis in the summer of 1793. Candidates will focus clearly on the key phrase - <i>mainly responsible</i>.</p>		

Question 2	The Church and the Revolution, 1789-1795	40 Marks
<p>To what extent was the loss of its wealth and status by 1795 the most important consequence of the Revolution for the Catholic Church?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Catholic Church during the Revolution. There will be some attempt to provide a very general and superficial account of the relationship between the Catholic Church and the Revolution.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on whether the loss of its wealth and status was the most important consequence of the Revolution for the Catholic Church. Most of the content will focus in general on events which impacted on the church such as the Civil Constitution of the Clergy or the nationalism of church land. There will be a limited attempt to present alternatives to the issue posed.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will focus on whether loss of its wealth and status was the most important consequence of the Revolution for the Catholic Church. They will consider a range of alternatives such as the Civil Constitution of the Clergy and the schism which it opened up in the church or the anarchic assault on the church by the Jacobin, during the Terror. The loss of the church 'revenue and thereby its independence should weigh against these other factors. Accounts will discuss, in varying degrees, the role of the church in the counter-revolution.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the loss of its wealth and status was the most important consequence of the Revolution for the Catholic Church. There will be a clear attempt to challenge the notion and emphasis will be placed on the phrase <i>most important consequence</i>. A sustained argument will consider in detail the impact of the loss of its wealth following the nationalism of the church land and the loss of tithes. Consideration of the Civil Constitution of the clergy and the Clerical Oath will need to be considered as they forced many of the clergy to make choices which they would have preferred to avoid. In many ways these policies helped fuel the counter-revolution. This will be weighed against a Jacobin policy of de-Christianisation which was at best rather patchy in its impact. Some may explore the cult of the supreme being as part of the process of attacking the Catholic Church.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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

Question 1	Abraham Lincoln and the Crisis of the Union, 1848-1865	40 Marks
<p><b>‘Abraham Lincoln was always a strong supporter of the emancipation of the slaves.’ Discuss</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Abraham Lincoln’s career and / or the emancipation of slaves.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers will focus predominantly on Lincoln’s attitude towards slavery and emancipation and may outline some alternative views regarding his commitment without much support.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will offer a substantial assessment of Lincoln’s motivation and achievements in securing the Proclamation of Emancipation. Candidates may well contrast this cautious approach with his more radical policies towards the end of the war. Some assessment of the evolution of Lincoln’s thinking in the 1850s can be expected too.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Lincoln was always committed to emancipation and how his attitude probably changed due to circumstances.. Answers will involve a sustained judgement on the issue and the factors mentioned in L3 which will be evaluated more convincingly.</p>		



Question 2	Reconstruction, 1863-1877	40 Marks
<p>'Presidential incompetence proved to be the undoing of reconstruction'. How valid is this assessment of reconstruction in the period 1863-1877?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of reconstruction in the period following the Civil War.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers will focus predominantly on the issue of whether presidential incompetence wrecked reconstruction.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will clearly evaluate the importance of presidential intervention. The role of Andrew Johnson should be the focus as one of the few American Presidents to be impeached by Congress. The conflict between him and a radical Congress was a factor in wrecking reconstruction. Other factors that could be considered include the failure to guarantee black civil rights, the failure to overcome white resistance, corruption and mixed record on economic reconstruction. Comparisons with Grant's more measured approach would be acceptable.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether presidential incompetence did matter in undoing the process of reconstruction. Answers will involve a sustained judgement as to whether this was the case, evaluating the factors mentioned in L3.</p>		

## ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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

## SECTION A

Question 1	Support, opposition and resistance within the Third Reich, 1933-1945	40 Marks
<p><b>‘The Nazi regime faced no serious threat from within Germany between 1933-1945.’ Discuss.</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of</b> opposition groups to the Nazi regime between 1933-1945.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> Candidates will examine the theory that none of the opposition groups posed a serious threat to the Nazi regime. Candidates will refer to a range of different groups pointing out their limitations and failures.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> about whether the opposition groups posed a serious threat to the Nazi regime. Candidates should discuss the different types of opposition and discuss their limited impact upon the Nazi regime. Political opposition for example was impossible because the Nazis had crushed it and created a one party state. On the one hand, the Communist opposition had a real potential to threaten the regime, but the level of persecution explains their ineffectiveness as an opposition group. However, they did set up underground groups which produced anti-Nazi literature and helped organize sabotage. This will be balanced against the extent to which the opposition groups attempted to subvert the Nazi regime bit by bit. Resistance among the churches did deter the regime from extreme measures or made it rethink its policies. The army represented significant opposition before 1939 and later, through the Beck and Bomb plot of 1944</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether or not any opposition groups posed a serious threat to the Nazi regime. Arguably, many of the key opponents had left the country during the first wave of persecutions and co-ordination of opposition was impossible. Even the army, the group most likely to succeed were poorly organised. However, the Church retained its organization and autonomy and so retained the potential to speak out against the Nazi regime. It was potentially threatening because its teachings were at odds with the Nazi regime. Catholic allegiance to the Pope implied some sort of challenge to Hitler’s authority, for instance, Galen spoke out against euthanasia. However whilst the church caused embarrassment for the regime it did not look likely to weaken it markedly. The engine room of resistance came from the conservative right wing groups such as the Kreisau Circle who were made up of disillusioned generals and posed a more serious threat but it was weakened by uncertainty, internal divisions and a reluctance to use force. The army possessed the means to overthrow the regime but those who were critical often failed to resist and oppose at the opportune time.</p>		

Question 2	Germany: war and defeat, 1939-1945	40 Marks
<p><b>‘Germany lost the Second World War largely as a result of Hitler’s decision to invade the Soviet Union.’ Discuss.</b></p>		
<p><i>Level 1 Answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p><b>Answers will be an unfocussed or descriptive account of the course of the Second World War and / or the invasion of the Soviet Union.</b></p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p><b>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</b> They will argue that Hitler lost the war because Germany invaded the Soviet Union. There will be very limited focus upon other possible reasons such as the campaigns in Western Europe and Africa.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p><b>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement</b> about whether or not Hitler’s decision to invade the Soviet Union had the major impact upon the outcome of the war for Germany. Candidates will argue that the events of 1939 created a favourable context for Hitler to invade the Soviet Union. The spectacular successes of Blitzkrieg convinced Hitler that the isolated Soviet Union could easily be defeated. The invasion was also driven by Hitler’s deep felt prejudices, as the defeat of Bolshevism would result in the ultimate triumph of Nazi ideology. In this respect it was not a needlessly timed invasion. However, candidates might also argue that Hitler’s decision to escalate the European conflict was unwise due to the increasing commitments to secondary theatres of war. The decision to invade the Soviet Union brought one of the world’s largest states into an Anglo-French alliance. This ultimately changed the balance of the war. This will be balanced against the impact of the role of Britain and the USA in engineering Germany’s defeat in the Second World War. Candidates will weigh up the campaign in western Europe including Dunkirk, the battle of Britain of the Atlantic and D Day together with the influence of other factors responsible for the defeat of Germany such as Hitler’s strategic blunders, the superior economic resources of the allies or the resistance movements.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p><b>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set,</b> whether or not the invasion of the Soviet Union led to the defeat of Germany. The invasion was driven by long term ideological hatred and the theories of Lebensraum. However, there were also logical short term factors at work such as the fact Hitler was convinced that Stalin would at some time react to Germany’s successes in eastern Europe. Arguably it made no sense to delay until a time that the Soviet Union could fortify its territories. In this respect it was not a needless invasion or a tactical gamble but one which protected Germany’s gains. Some candidates might argue however, that the nature of the invasion was misguided because Hitler ignored his general’s insistence upon a direct assault on Moscow and planned for a three pronged attack. Candidates should attempt to make subtle judgements about the interrelationship between a range of factors which led to Germany’s defeat. Was Hitler’s ideological crusade against the Soviet Union the main reason for Germany’s defeat; as arguably, rapid allied success in the West owed much to the heavy German commitments in the East. However all this should be weighed up against the power of the West represented by Britain and the USA and allied victories or the contribution of the resistance movements.</p>		

## ASSESSMENT GRID FOR UNIT 4 IN-DEPTH STUDY ESSAYS

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



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