



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 1**

**UNIT HY1**

**JANUARY 2013**

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



## PART (A)

Question 1 (a)	Politics, Government and the Crown, c. 1483-1543	24 Marks
<b>Explain why the Pretenders challenged Henry VII for the throne.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> Henry VII's reign and/or the challenge of the pretenders, Simnel and Warbeck.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons</b> why the Pretenders were able to challenge Henry VII for the throne such as the mystery surrounding the fate of the Princes in the Tower, distrust of Henry VII, his ruthless rule made him powerful enemies, his weak claim to the throne or the defection of the Earl of Lincoln.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why</b> the Pretenders were able to challenge Henry VII for the throne. <b>Answers should focus on issues such as</b> the political instability following the civil wars was still a factor, dissatisfaction with Henry's rule, rivalry and jealousy among the ruling elite, rebellions elsewhere in the kingdom encouraged plotters to try their luck. The support offered potential rebels by Margaret of Burgundy and the meddling of other powers such as France and Scotland will also be discussed.		

Question 2 (a)	Religious Reformation and change, c. 1529-70	24 Marks
<b>Explain why Henry VIII broke with Rome in 1534.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> religious policy in the reign of Henry VIII.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons</b> why Henry VIII broke with the Roman Catholic Church in 1534. Henry wanted a divorce but was denied by the Pope. He believed the Pope, as a foreign power, had no right to interfere with English internal affairs. Cromwell encouraged the King to challenge the authority of Rome. Henry was encouraged by the support of parliament and by the example set by Luther in European Reformation to challenge Papal power.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons</b> why Henry broke with the Roman Catholic Church in 1534. <b>Answers should focus on issues such as</b> setting up an English Catholic church with the King as head would make the monarchy wealthier and more powerful, it would enhance the King's authority and advance the idea of a sovereign state. The influence of foreign powers such as Spain and the Empire fuelled Henry's desire to oppose a politically impotent Pope.		

Question 3 (a)	Protest, Disorder and Rebellion, c. 1529-69	24 Marks
<p><b>Explain why the Northern Earls rebelled in 1569.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> the rebellion of the Northern Earls.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons for</b> the rebellion of the Northern Earls in 1569 such as anger and frustration at the lack of opportunities for advancement, the dismissive attitude of the queen and that of enemies such as William Cecil and the Earl of Leicester.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons</b> why the Northern Earls rebelled. <b>Answers should focus on issues such as</b> the Crown's apparent indifference to the status and ambition of the Earls, especially the Percy Earls of Northumberland, the passing of local government into the hands of crown nominees, the lack of opportunities at Court, dissatisfaction with the queen's pro-Protestant religious policy, anger at the treatment of Mary Queen of Scots and opportunism on the part of the Earls.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO1b
<b>1</b>	<p><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p><b>(1-5 marks)</b></p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

Question 1 (b)	Politics, Government and the Crown, c. 1483-1543	36 Marks
<b>To what extent did Thomas Wolsey make the most important contribution to the changes in politics and government in the period 1483-1543?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i> <b>Answers will be unfocussed or descriptive accounts of</b> government change in the period 1483-1543 and/or Wolsey's administration.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i> <b>Answers will begin to evaluate</b> the significance of the changes in government/politics and Wolsey's part in them, such as financial and bureaucratic reforms, the significance of the Eltham Ordinance, the reorganisation of the household, the management of the nobility. Candidates might also suggest that Wolsey laid the foundations for Cromwell's reforms. <b>Answers should also begin to consider the importance of some other developments such as</b> the parts played by others, such as More, Cromwell and the ministers of some Henry VII in contributing to the changes in government.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i> <b>Answers will clearly evaluate the importance of</b> the part played by Wolsey in financial and bureaucratic reforms and the influence his rule had on Cromwell and the future changes after his fall from power. <b>Answers should also consider the importance of</b> the fact that Wolsey's tenure in office was longer than any other minister during the period. In addition, there must be some discussion of the contrary argument that focusses on the contribution of others like the monarchs - Henry VII and VIII - and their ministers - Bray/Morton/Fox, More and Cromwell. Candidates might suggest that Wolsey's contribution to political and governmental reform was more theoretical than real - many of his ideas or plans were never enacted or pursued.		

Question 2 (b)	Religious Reformation and change, c.1529-70	36 Marks
<p><b>To what extent was the availability of the scriptures in English and Welsh the most significant development in religion in the period 1529-70?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of the changes in religion and/or the translation of the scriptures into both English and Welsh.</b></p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate the contribution that the translation of the scriptures into English (1539,1547,1552) and later into Welsh (1563) made to religious change. Candidates might also discuss the significance of the legislation passed by Parliament encouraging the translation of the scriptures.</b></p> <p><b>Answers should also begin to consider the significance of some other developments in religion such as the influence/impact of the European Reformation, the conduct of the King, the dissolution of the chantries in the Elizabethan Church settlement in promoting religious change.</b></p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the significance of the contribution that the availability of the scriptures in English and Welsh made in promoting religious change.</b></p> <p><b>Answers should also consider the significance of other developments such as the religious legislation passed in Edward VI's Parliaments, the dissolution of the chantries, the Elizabethan Church Settlement, the Counter-Reformation of Mary I or the influence of individuals like Luther, Calvin and Cranmer in promoting religious change.</b></p>		

Question 3 (b)	Protest, Disorder and Rebellion, c. 1529-69	36 Marks
<p><b>To what extent was the Crown mainly responsible for the failure of Tudor rebellions in the period 1529-69?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of Tudor rebellions in the period 1529-69.</b></p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate the reasons for failure of Tudor rebellions in the period 1529-69.</b></p> <p><b>Answers will also begin to consider some other reasons for failure such as</b> the reaction of the Crown by vigorously opposing the rebels with effective propaganda and military might. Other factors such as poor leadership on the part of the rebel leaders must also be considered.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of</b> the reaction of the Crown as the primary reason for the failure of Tudor rebellions. The crown's determination to oppose and defeat the rebels, its use of propaganda and the influence of the Church and its clerics will form part of discussion.</p> <p><b>Answers should also consider the importance of other factors such as</b> poor leadership, the lack of organization, the time of year and weather conditions, the general lack of clear objectives, the lack of support beyond the geographical area of rebellion, the opposition of most local leaders and the fear of the law and punishment.</p>		



### ASSESSMENT GRID FOR PART (b)

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



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 2**

**UNIT HY1**

**JANUARY 2013**

**ASPECTS OF THE HISTORY OF WALES AND  
ENGLAND, c. 1603-1715  
1231/02**



## PART (A)

<b>Question 1 (a)</b>	<b>Politics, Government and the Crown, c. 1603-42</b>	<b>24 Marks</b>
<b>Explain why the relationship between James I and Parliament broke down.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of the reign of James I and/or the role of Parliament.</b>		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons</b> why the relationship between James I and Parliament broke down such as the King's dispute with Parliament over money/taxes, the King's belief in Divine Right, or Parliament's attempt to take greater role in government.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons</b> why the relationship between James I and Parliament broke down such as the King's dispute with Parliament over money/taxes, the King's belief in Divine Right, Parliament's attempt to take a greater role in government, the arrogance of the King's faith in his ability to govern it was the final straw after years of conflict. <b>Answers should focus on issues such as</b> the growing assertiveness of MPs, the royal prerogative, the influence of anti-royal propaganda and the personality of the King.		

<b>Question 2 (a)</b>	<b>Regicide, Republic and Restoration of the Monarch, c.1648-85</b>	<b>24 Marks</b>
<b>Explain why the Long Parliament ended in 1648.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of the Long Parliament.</b>		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons</b> why the Long Parliament was effectively ended in 1648 such as the army's distrust and fury at Parliament's desire to negotiate a settlement with the King, Parliament was purged by Colonel Pride. Military hardliners were determined to set up a court to try the King and to end the civil war once and for all. The remaining MPs formed what became known as the Rump Parliament.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons</b> why the Long Parliament was effectively ended in 1648. <b>Answers should focus on issues such as</b> political and ideological motives, the power/influence of the NMA and officers such as Pride and Cromwell, the desire for justice, unpopularity and distrust of the Presbyterian MPs, the army's desire to control/influence Parliament and government in general.		

Question 3 (a)	Religion, Radicalism and Dissent, c.1645-81	24 Marks
<p><b>Explain why there was religious reform in Wales after 1650.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> religious change in Wales or radicalism and dissent in general.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons</b> why there were religious reforms in Wales after 1650 such as missionary zeal to convert and recruit the Welsh to Puritanism/Presbyterianism, to improve religious knowledge and to increase and improve opportunities for teaching and learning. The Propagation Commission also took over the government of Wales.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons for</b> the religious reforms in Wales after 1650 .  <b>Answers will focus on issues such as</b> ideological and religious motives, to better control Wales via its government/administration and religion, to enlist the support of the Welsh for the Republic, to improve education and religious learning, to eject unfit ministers and to crush potential opposition to the new republican regime. Candidates must make reference to, and assess the significance of, the Act for the Propagation of the Gospel in Wales.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-3 marks)	AO1b (1-5 marks)
<b>1</b>	<p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p style="text-align: center;"><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p style="text-align: center;"><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p style="text-align: center;"><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

<b>Question 1 (b)</b>	<b>Politics, Government and the Crown, c.1603-42</b>	<b>36 Marks</b>
<b>To what extent was the Petition of Right the most significant development in politics and government in the period 1603-42?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of the Petition of Right (1628) and/or development in politics and government in the period 1603-42.</b>		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate the extent to which the Petition of Right(1628) was the most significant development in politics and government inasmuch as it attempted to restructure the political /constitutional relationship between the Crown and Parliament.</b>		
<b>Answers should also begin to consider the significance of some other factors such as the rising tension between Parliament and Crown the growing assertiveness of MP's, the influence of foreign policy, Ireland, Scotland, opposition to divine right or issues of religion and finance.</b>		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate the significance of the submission of the Petition of Right(1628)</b>		
<b>Answers should also consider the significance of other developments such as Parliamentary opposition to the Crown's financial and foreign policy, Ireland, Scotland, opposition to divine right and the unpopularity of royal favourites . The closure of Parliament and the personal rule were equally significant developments, as were the Short and Long Parliaments.</b>		

<b>Question 2 (b)</b>	<b>Regicide, Republic and Restoration of the Monarchy, c.1648-85</b>	<b>36 Marks</b>
<b>To what extent was finance mainly responsible for the problems facing the government in the period 1648-85?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of royal financial policy and/or the problems facing the various governments of this period.</b>		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate the significance of finance and the contribution it made to the rising tension between the Crown and Parliament.</b>		
<b>Answers should also begin to consider the significance of some other problems such as the aggressive attitude of MPs, religious problems, foreign affairs and power of the army.</b>		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate the significance of finance and the contribution that conflict over the demands for money made to the problems facing the various governments of this period.</b>		
<b>Answers should also consider the significance of other problems such as the reluctance of Parliament to simply grant monies without reason or debate, religion, the influence of the army, foreign affairs or the attitude/responses of Cromwell and Charles II.</b>		

Question 3 (b)	Religion, Radicalism and Dissent, c.1645-81	36 Marks
<p><b>To what extent was the Civil War mainly responsible for the growth in radicalism and dissent in the period 1645-81?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> the effects of the Civil War on religion or religious groups and/or growth in radicalism and dissent in the period 1645-81.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the reasons for growth in radicalism and dissent in the period 1645-81. They should discuss the Civil War and its influence on religion/religious groups. Candidates should discuss the chaos ensuing from the war and the opportunity this provided for radical religious groups to propagate/disseminate their ideas. Also the execution of the king as head of the Anglican Church and subsequent decline in the power and authority of the State church should be noted.</p> <p><b>Answers should also begin to consider the importance of some other developments such as</b> the development in religious ideas, the early encouragement of radicalism, decline in support for Anglicanism after the King's death, greater tolerance and lessening of persecution.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance</b> of the Civil War on the development of religious extremism. The main consequence of the war should also be noted in regard to the execution of the King and the rejection of his religious policies - Charles, as head of the church, being the main opponent to radicalism and dissent - along with an appreciation of Parliament and political power of radical MPs as the primary reason for the growth in radicalism and dissent in the period 1645-81.</p> <p><b>Answers should also consider the significance of other factors such as</b> the popularity of radicalism, the republic's religious policy, decline in the persecution of radical dissenters and dissenting groups during and after the Civil War.</p>		



### ASSESSMENT GRID FOR PART (b)

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

AS/AL History M/S Unit HY 1 - Aspects of the History of Wales and England, c.1603 - 1715 HT 20 11 2012.  
Period Study 2



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 3**

**UNIT HY1**

**JANUARY 2013**

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



## PART (A)

Question 1 (a)	Politics and government in Wales and England, 1780-1832.	24 Marks
<b>Explain why the Younger Pitt introduced a policy of repression in the 1790s.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of the Younger Pitt's policies.</b>		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons for the Younger Pitt's policy of repression.</b> These may include the fear of arrest and the impact of events in France.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons for the Younger Pitt's policy of repression. Answers should focus on issues such as</b> fear of revolution, fear of radicalism and the threat to law and order. There may be explanations of the desire to split the Whig party on the issue.		

Question 2 (a)	Economic and social change and popular protest, 1815-1848.	24 Marks
<b>Explain why Factory Acts were passed in this period.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of the Factory Acts.</b>		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why factory reform took place in this period.</b> These may include conditions in both factories and mines and general safety concerns.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons for the passing of the Factory Acts. Answers should focus on issues such as</b> the humanitarian arguments of Oastler and Fielden, the evidence from Parliamentary select committees, the influence of Shaftesbury and the argument for a Ten Hours Bill. There may be some focus on safety as an issue.		

Question 3 (a)	Foreign policy, 1793-1841	24 Marks
<p><b>Explain why the Royal Navy was successful in the wars against France 1793-1815.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of the wars against France 1793-1815.</b></p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons for the success of the Royal Navy in the wars against France. These may include references to leadership and quality of the fleet.</b></p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons for the success of the Royal Navy. Answers will focus on issues such as superior training and gunnery, inspirational leadership of leaders like Nelson and St. Vincent, crushing victories like the Nile and Trafalgar, systematic strategy of blockade and the weakness of opponents.</b></p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-3 marks)	AO1b (1-5 marks)
<b>1</b>	<p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p style="text-align: center;"><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p style="text-align: center;"><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p style="text-align: center;"><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

Question 1 (b)	Politics and government in Wales and England, 1780-1832	36 Marks
<p><b>To what extent were the Liberal Tory reforms the most significant development in politics and government in Wales and England in the period 1780-1832?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of the Liberal Tory Reforms.</b></p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate the importance of the Liberal Tory Reforms and also begin to consider the significance of some other developments such as Pitt's policies or the Reform Bill crisis.</b></p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of the Liberal Tory Reforms. Answers should also consider the importance of other developments such as the early parliamentary reform movement, Pitt's policy of repression, Tory policy 1815-20 and the Reform Bill crisis.</b></p>		

Question 2 (b)	Economic and social change and popular protest, 1815-1848	36 Marks
<p><b>To what extent was the Anti-Corn Law League the most important influence on economic and social change and popular protest in the period 1815-1848 ?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of the Anti-Corn Law League.</b></p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate the importance of the Anti-Corn Law League and also begin to consider the importance of some other influences such as humanitarian reform and the Factory reform movement.</b></p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of the Anti-Corn Law League. Answers should also consider the importance of other influences such as Captain Swing, Rebecca, Merthyr, opposition to the new Poor Law and economic / social changes such as social reform, industrial changes and trade union activity.</b></p>		

Question 3 (b)	Foreign policy, 1793-1841	36 Marks
<p><b>To what extent was British foreign policy mainly influenced by the need to protect overseas trade in the period 1793-1841?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of aspects of</b> British foreign policy 1793-1841.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the significance of the British need to protect overseas trade <b>and also begin to consider the importance of some other developments such as</b> the French threat and the Eastern Question.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate</b> the importance of the protection of overseas trade to British foreign policy. <b>Answers should also consider the importance of other influences such as</b> the support of liberalism and nationalism in the 1820s and 1830s, the attempt to resolve the Eastern Question, imperial considerations, the wars against the French, the individual aims of successive foreign secretaries and the preservation of the balance of power.</p>		



### ASSESSMENT GRID FOR PART (b)

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



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 4**

**UNIT HY1**

**JANUARY 2013**

**ASPECTS OF THE HISTORY OF WALES AND  
ENGLAND, c. 1880-1980  
1231/04**



## PART (A)

Question 1 (a)	Wales and England in transition, 1880-1929	24 Marks
<b>Explain why Britain faced economic problems after the First World War.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> post-war events in Britain.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why</b> Britain faced economic problems after the First World War. These may include reference to war debt and lack of money.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why</b> Britain faced economic problems after the First World War. <b>Answers should focus on issues such as</b> the economic problems which had begun before 1914, foreign competition, the effects of war, gold standard and the decline in industrial output.		

Question 2 (a)	British foreign policy, 1902-1939	24 Marks
<b>Explain why Britain signed an Entente with France in 1904</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> some foreign policy issues in the early twentieth century.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why</b> Britain signed an Entente with France in 1904. These could include reference to German aggression or the fear of war at this time.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why</b> Britain signed an Entente with France in 1904. <b>Answers should focus on issues such as</b> the settling of long running colonial disputes in Egypt and Morocco and other regions in Africa, Americas, Asia and the Pacific. The desire for allies was secondary to Britain but candidates may mention trepidation as a result of a prolonged period of isolation.		

Question 3 (a)	Party politics, 1900-1940	24 Marks
<p><b>Explain why the Conservative Government lost power in 1905.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> some events involving the Conservative Government in 1905.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons</b> why the Conservative Government lost power in 1905. These could include reference to poverty and a new electorate.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons</b> why the Conservative Government lost power in 1905. <b>Answers should focus on issues such as</b> the unpopularity of foreign policy involving the Boer War and Chinese slavery, lack of social change, increased concerns about poverty and the unpopularity of certain Acts. Political manoeuvrings may get a mention, and the failure to meet the challenge of New Liberalism.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO1b
<b>1</b>	<p><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p><b>(1-5 marks)</b></p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

<b>Question 1 (b)</b>	<b>Wales and England in transition, 1880-1929</b>	<b>36 Marks</b>
<b>To what extent did the reports of Booth and Rowntree have the most significant impact on the lives of the people of Wales and England 1880-1929?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> some social issues affecting Britain or the reports of Booth and Rowntree.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate the extent to which the</b> reports of Booth and Rowntree had the most significant impact on the lives of people in Wales and England.		
<b>Answers should also begin to consider the</b> influence of some other factors such as the Liberal Reforms or the fall of the staple industries.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate</b> the extent to which the reports of Booth and Rowntree had the most significant impact on Wales and England.		
<b>Answers should also consider the significance of other developments such as</b> the effect of the Boer and Great Wars, changes brought about by the social reforms of the Liberal Government, changing social conditions, fall of the staple industries, other government reforms, the General Strike and economic and social issues in the 1920s.		
<b>Question 2 (b)</b>	<b>British foreign policy, 1902-1939</b>	<b>36 Marks</b>
<b>To what extent was the fear of war the main influence on British foreign policy between 1902-1939 ?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> British foreign policy, 1902-1939.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate</b> the importance of the fear of war as the main influence on British foreign policy.		
<b>Answers should also begin to consider some other factors such as</b> appeasement and war-weariness.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate the influence</b> of the fear of war on British foreign policy.		
<b>Answers should also consider the influence of other factors such as</b> protecting the Empire, splendid Isolation, Collective Security, appeasement, preparation for war and the fear of other nations.		

Question 3 (b)	Party politics, 1900-1940	36 Marks
<p><b>To what extent was the formation of the first Labour government in 1924 the most significant development in party politics from 1900-1940?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> some events associated with the formation of the first Labour Government.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the significance of the formation of the first Labour government in 1924.</p> <p><b>Answers should begin to consider the significance of some other developments such as</b> the decline in the support for the Liberal Party or the significance of the formation of the National Government.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of</b> the formation of the first Labour government in 1924.</p> <p><b>Answers should also consider the significance of other developments such as</b> the pre war Liberal governments, the demise of the Liberal party, the fall of the Conservative government in 1905, consensus government, minority party influence and political turmoil and change 1900-1940.</p>		



### ASSESSMENT GRID FOR PART (b)

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



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 5**

**UNIT HY1**

**JANUARY 2013**

**ASPECTS OF THE HISTORY OF EUROPE c.1515-  
1623  
1231/05**



## PART (A)

Question 1 (a)	The threat to Europe from the Ottoman Empire, c.1520-1571	24 Marks
<b>Explain why the alliance of Western European powers won the Battle of Lepanto of 1571.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i> <b>Answers will be unfocussed or descriptive accounts of the battle of Lepanto and the victory for Western Europe.</b>		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i> <b>Answers will explain some general reasons for Western Europe's victory over the Turks.</b> These would include some discussion of the power of the Holy League and the possible decline of Ottoman power at this time.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i> <b>Answers will clearly explain a number of reasons for Western Europe's victory at Lepanto and these might include Europe's new found unity against the power of the Ottomans. Answers should focus on issues such as</b> the leadership of the Holy League by Don John of Austria, the inclusion of several powerful forces in the League such as Spain, the Venetians and the Papal States and the possible beginnings of a decline in Ottoman power at this time. Candidates might note that although Lepanto was an enormously famous victory for, the Turks were successful again in a very short period of time.		

Question 2 (a)	Martin Luther and the German Reformation, 1517-1555	24 Marks
<p><b>Explain why the Catholic Church decided to excommunicate Martin Luther.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of the</b> Church's attempt to excommunicate Martin Luther.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons for</b> the Church deciding to throw Martin Luther out. These could include some general discussion of Luther's criticisms of the Catholic Church.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons for</b> the Catholic Church wanting to excommunicate Martin Luther. <b>Answers should focus on issues such as</b> Luther's criticism of Tetzal, the writing and publication of Luther's 95 Theses, his responses to debate with Cajetan and Eck which link to the growing appeal of Luther's ideas.</p>		

Question 3 (a)	France, 1515-1547	24 Marks
<p><b>Explain why Renaissance culture developed in France during the reign of Francis I.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> Renaissance culture in France in this period.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons</b> for Renaissance culture developing in France in the reign of Francis I. These should include general points such as “France was influenced by Italy“, or “Francis I was a Renaissance monarch who loved art, architecture and learning” or similar.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons for</b> Renaissance culture developing in France in this period. <b>Answers should focus on issues such as</b> the lead of the king in patronage for Renaissance culture as a manifestation of his power and wealth and the influence of Italians at court, which helped to create a fashion conscious aristocracy who copied their King.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-3 marks)	AO1b (1-5 marks)
<b>1</b>	<p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p style="text-align: center;"><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p style="text-align: center;"><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p style="text-align: center;"><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

Question 1 (b)	The threat to Europe from the Ottoman Empire, 1520-1571	36 Marks
<b>To what extent was the leadership of the Ottoman Empire mainly responsible for Ottoman expansion in the period 1520-1571?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> the structure or leadership of the Ottoman Empire.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate</b> the importance of the leadership of the Ottoman Empire in bringing about Ottoman expansion <b>and also begin to consider the significance of some other factors such as</b> the economic wealth of the Empire and the disunity of Europe at this time.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate the significance of</b> the structure of the Empire with its Sultan as supreme head of religion and state, the promotion of talent and the position and power of the Grand Vizier.		
<b>Answers should also consider the significance of other factors such as</b> the extent and strength of Suleiman's Empire, the strength of the army and the navy, the wealth of the Empire and the weakness of a disunited Europe for most of the period.		

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



Question 3 (b)	France, 1515-1547	36 Marks
<p><b>To what extent was finance the most important factor in the development of France in the period 1515-1547?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of finance in Francis I's reign.</b></p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate the importance of finance in the development of France and also begin to consider the significance of some other factors such as Francis I's inheritance, religious and administrative changes and Hapsburg/Valois rivalry.</b></p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of Francis I's finance in an economically fragile France.</b></p> <p><b>Answers should also consider the significance of other factors such as a rivalry with the Hapsburgs centred in Italy and a new relationship with the Papacy and cultural and religious change. Changes in administration and possible changes in the nature of government and the power of the king need to be assessed also.</b></p>		

### ASSESSMENT GRID FOR PART (b)

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



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 6**

**UNIT HY1**

**JANUARY 2013**

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



## PART (A)

<b>Question 1 (a)</b>	<b>Russia during the reign of Peter the Great, 1696-1725</b>	<b>24 Marks</b>
<b>Explain why Peter the Great introduced a policy of westernisation.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> some aspects of Peter the Great's domestic policy.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons for</b> the introduction of policy of Westernisation by Peter the Great. They may well consider his desire to end Russian backwardness.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why</b> Peter the Great introduced a policy of Westernisation to Russia. <b>Answers should focus on issues such</b> as his desire to end Russian backwardness by opening up a window on the west. The economic benefits would be significant. Candidates should also link with his decision with the travels which he undertook early on in his reign - his embassy to the west.		

<b>Question 2 (a)</b>	<b>Prussia during the reign of Frederick the Great, 1740-1788</b>	<b>24 Marks</b>
<b>Explain why Frederick the Great's upbringing influenced his policies as ruler of Prussia.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> some aspects of Frederick the Great's upbringing.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why</b> Frederick the Great's upbringing influenced his achievements as ruler of Prussia. They may well deal with the severity of his upbringing at the expense of its wider impact later on in his reign.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why</b> Frederick the Great's upbringing influenced his achievements as ruler of Prussia <b>Answers should focus on issues such as</b> his early association and interests in the ideas of the enlightenment. Despite his rather brutal upbringing he did as ruler try to implement some of these ideas. His enlightened despotism was influenced by his formative years - the legal reforms of Samuel von Cocceji and his enlightened approach to education - something in marked contrast to his own upbringing.		

Question 3 (a)	The Hapsburg Empire during the reign of Charles VI and Maria Theresa, 1711-1780	24 Marks
<p><b>Explain why the War of Austrian Succession broke out in 1740.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> aspects of Hapsburg foreign policy during the period and/or the succession of Maria Theresa.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons</b> why the war of Austrian Succession broke out in 1740. There will be generalised accounts of the events surrounding the succession and the obsession with securing a peaceful and orderly succession of a woman. Relations with Prussia will be considered.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons</b> why the War of Austrian Succession broke out in 1740. <b>Answers should focus on issues such as</b> Charles VI's obsession with securing the Pragmatic Sanction, why he needed it and how it impacted upon Hapsburg policy. The perceived opportunism of Austria's neighbour Prussia will also be considered here and whether the ability of Austrian forces to counter the attack was compromised by policies and attitude linked with the previous reign.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO1b
<b>1</b>	<p><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p><b>(1-5 marks)</b></p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

## PART (B)

Question 1 (b)	Russia during the reign of Peter the Great, 1696-1725	36 Marks
<b>To what extent was Peter the Great's reform of the Russian Church the most successful feature of his reign, 1696-1725?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i> <b>Answers will be unfocussed or descriptive accounts of some features of Peter the Great's domestic policy.</b>		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i> <b>Answers will begin to evaluate the reform of the Russian Church as a successful feature of Peter the Great's reign and also begin to consider the success of some other features such as his foreign and military policies.</b>		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i> <b>Answers will clearly evaluate the extent to which Peter the Great's reform of the Russian orthodox church was the most successful feature of his reign. While dealing with the power of the church this was of crucial importance to him in stamping his authority on the state there were other important developments.</b> <b>Answers should also consider the success of other features such as his determination to modernise his state and open it up to economic development and trade with the west. An important part of this policy was his activity in foreign policy particularly in challenging the supremacy of Sweden in the Baltic.</b>		



Question 2 (b)	The Hapsburg Empire during the reign of Charles VI and Maria Theresa, 1711-1780.	36 Marks
<p><b>To what extent was economic reform the most significant development in Prussia during the reign of Frederick the Great, 1740-1786?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of Prussia</b> during the reign of Frederick the Great.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the extent to which economic reform was the most significant development for Prussia during the reign of Frederick the Great <b>and also begin to consider the significance of some other developments such as</b> his domestic policy and relations with foreign powers.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate</b> the significance of the extent to which economic reforms were the most significant development for Prussia during the reign of Frederick the Great.</p> <p><b>Answers should also consider the significance of other factors such</b> as foreign policy and the way it evolved after the seizure of Silesia. Was the effort worth the cost? In the field of domestic reforms a case can be made for the significance of some of the aspects of Fredericks's 'enlightened despotism'.</p>		

Question 3 (b)	The Hapsburg Empire during the reign of Charles VI and Maria Theresa, 1711-1780	36 Marks
<p><b>To what extent were Maria Theresa's domestic reforms the most significant development in the Hapsburg Empire in the period 1711-1780?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> some aspects of the Hapsburg Empire over the period 1711-1780.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> the extent to which Maria Theresa's domestic reforms were the most significant development in the Hapsburg Empire in the period 1711-1780 <b>and also begin to consider the significance of some other developments such as</b> her foreign policy.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the extent</b> to which Maria Theresa's domestic reforms were the most significant development in the Hapsburg Empire in the period 1711-1780. There should be reference to events across the period including the reign of Charles VI and the pragmatic sanction,</p> <p><b>Answers should also consider the significance of other factors such as</b> the impact of foreign affairs on the reigns of both Charles and Maria. The loss of Silesia and the War of Austrian succession had a considerable impact on the Empire.</p>		

### ASSESSMENT GRID FOR PART (b)

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



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 7**

**UNIT HY1**

**JANUARY 2013**

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

**1231/07**



## PART (A)

<b>Question 1 (a)</b>	<b>Europe, 1815 - 1856</b>	<b>24 Marks</b>
<b>Explain why revolutions broke out in Europe in 1848.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of the revolutions of 1848 in France, Germany, Italy and central Europe.</b>		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why there were revolutions in 1848.</b> These should include general factors such as the severe economic crisis and background of considerable political unrest.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons for the outbreak of revolution in Europe in 1848.</b> <b>Answers should focus on issues such as</b> the impact of the ideas of liberalism and nationalism which had agitated against the political order upheld by the Vienna Settlement and which had been epitomised in the Carlsbad Decrees. Candidates should refer to the economic and social causes of the revolutions, because the political demands would not have attracted widespread support without the grave economic situation and social hardship. Poor harvests and high food prices resulted in a fall in demand for manufactured goods and thus led to unemployment. The rise of socialism among the new working classes was also a factor. Candidates should also examine local and regional causes such as the Sicilian move for independence from Naples and the extension of suffrage in France which precipitated the outbreak in Germany and central Europe.		
<b>Question 2 (a)</b>	<b>Italy, 1830 - 1871</b>	<b>24 Marks</b>
<b>Explain why there were obstacles to Italian unification in the period up to 1848.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of Italian history up to 1848.</b>		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why there were obstacles to Italian unification in the period up to 1848.</b> There may be general references to the lack of an agreed plan for unification, foreign influences in Italy and regional differences. The Vienna settlement failed to wipe away the vestiges of Napoleonic rule.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why there were obstacles to Italian unification</b> <b>Answers should focus on factors such as</b> the Vienna Settlement; the attitude of the papacy towards unification; the Austrian dominance of Lombardy and Venetia; the economic backwardness of the country and the difference between North and South. Other issues may include the alternative solutions to the future of Italy, the desire for independence from Austria rather than unification and political apathy and the fact that there was little agitation for a form of united Italy.		

Question 3 (a)	Germany, 1830 - 1971	24 Marks
<p><b>Explain why the Zollverein was important in the process of German unification.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of the unification of Germany.</b></p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons for the importance of the Zollverein to German unification.</b> Candidates will refer to the fact that the Zollverein provided the means for economic expansion and integration.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons for the importance of the Zollverein to Germany. Answers should focus on issues such as</b> the Prussian dominated customs union helped to consolidate the position of Prussia because it excluded Austria. It made the Kleindeutsch a distinct possibility. The Zollverein had made most of Germany into an economic unit which meant that Germany was united by coal and iron. It made the possibilities of political union more possible and even likely. It showed manufacturers what progress could be made if Germany was brought under unified control. It made the German states more economically interdependent. It destroyed Austria's hopes to reduce Prussia to a secondary power and so set the boundaries for a Prussian dominated Germany.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-3 marks)	AO1b (1-5 marks)
<b>1</b>	<p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p style="text-align: center;"><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p style="text-align: center;"><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p style="text-align: center;"><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p style="text-align: center;"><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>



## PART (B)

Question 1 (b)	Europe, 1815 - 1856	36 Marks
<b>To what extent was the Congress System mainly responsible for maintaining stability in Europe in the period 1815 - 1856?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of the Congress System.</b>		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate the Congress System but also consider the significance of other factors</b> such as the Vienna Settlement and autocratic rule.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<p><b>Answers will clearly evaluate the significance of the Congress System</b> maintaining stability in Europe in the period. Candidates will evaluate the impact of the Congress System in establishing a basis for stability. France was readmitted to the international community. Britain and Austria co-operated in keeping France and Russia in check. However, some candidates might argue that the Congress System was an insufficient basis for an experiment in international co-operation. Furthermore, it never secured the agreement of all Five Powers, as it never established agreed principles upon which it should work; it was dependent upon personal relationships of the leaders.</p> <p><b>Answers should also consider the significance of other factors such as</b> the Vienna settlement and the territorial arrangements; the Holy Alliance and the characteristics of general autocratic rule. The failure of revolutions and the Crimean War may be evaluated as they also showed stability.</p>		

Question 2 (b)	Italy 1830 - 1871	36 Marks
<b>To what extent did Napoleon III have the most significant impact upon Italian unification in the period 1830 - 1871?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of Italian unification.</b>		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate the impact of Napoleon III upon Italian unification and also consider the significance of other factors</b> such as the roles of Cavour and Mazzini, or the contribution of Garibaldi.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<p><b>Answers will clearly evaluate the significance of the impact of Napoleon III upon Italian unification.</b> Candidates might argue that Napoleon both advanced and retarded the movement for Italian unification. They will focus upon the Plombieres Agreement, the war of 1859, Villafranca, the French military presence in Rome and the support of Napoleon III for the Papacy. Candidates might argue that Napoleon's plans were always fluid, complex and devious.</p> <p><b>Answers should also consider the significance of other factors such as</b> the Nationalist movement - without its impetuosity and drive perhaps the movement would never have gained any sort of momentum; the impact of Mazzini; Victor Emmanuel and Cavour's diplomacy on occasion.</p>		

Question 3 (b)	Germany, 1830 - 1871	36 Marks
<p><b>To what extent was Austria the main obstacle to German unification in the period 1830-1871?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of German unification.</b></p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate</b> whether or not Austria was the main obstacle to German unification in the period but <b>and also begin to consider the importance of some other developments such as</b> divisions within the nationalist movement or particularism within the Germanic States.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate the importance of</b> Austria as an obstacle to German unification. Candidates will look at the role of Austria, and should focus on the fact that Austria was concerned with maintaining her traditional authority over the German states and not with political unity. By keeping German weak Austria would maintain her authority. Candidates might refer to Austria's leadership of the Germanic states.</p> <p><b>Answers should also consider the significance of other factors</b> such as the fact that during the 1848 revolutions, conflicting programmes for a united Germany were advanced at the Frankfurt Assembly, Greater and Lesser Germany. Furthermore, middle class nationalists lacked the political means to impose their vision upon Germany. Candidates will also focus upon variations in traditions, culture and society and economic development between the North and South and the conservative impact of the Austrian Empire and the German Princes. Arguably Bismarck did not have a vision of unification and so hindered unification because he was an opportunist and concerned with increasing the power of Prussia and not Germany.</p>		

### ASSESSMENT GRID FOR PART (b)

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



# AS/A HISTORY

## MARKING SCHEME

**PERIOD STUDY 8**

**UNIT HY1**

**JANUARY 2013**

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



## PART (A)

<b>Question 1 (a)</b>	<b>International relations, 1878 - 1920</b>	<b>24 Marks</b>
<b>Explain why relations between Germany and Russia had deteriorated by 1914.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> relations between Germany and Russia.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons for</b> the deterioration in German/Russian relations. These might include references to the alliance system and the desire to make Germany the greatest power in Europe. The powers viewed each other with suspicion.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons for</b> why relations between Germany and Russia deteriorated. <b>Answers should focus on issues such as</b> the Congress of Berlin 1878 and the Dual Alliance of 1879 marked something of a turning point in German/Russian relations. Russian anger towards Germany over the outcome of the Congress continued to make relations deteriorate. From 1879 Germany was linked to Austria - Hungary, a permanent alliance with Austria Hungary led to a deterioration between Russia and Germany because there was a growing rivalry between Austria and Russia in the Balkans. The Bulgarian crisis 1885-7 led to distrust and mutual suspicion. The Reinsurance Treaty was allowed to lapse; the Entente between France and Russia and the military convention which followed which was targeted specifically against Germany.		
<b>Question 2 (a)</b>	<b>Italy 1918 - 1944</b>	<b>24 Marks</b>
<b>Explain why Mussolini made a Concordat with the Catholic Church in 1929.</b>		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> the terms of the Lateran Pacts of 1929.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
<b>Answers will explain some general reasons why</b> Church-state relations improved This will include general references to the fact that Mussolini believed that he needed the support of the Catholic Church to govern Italy. The Papacy believed that Mussolini would protect the church from socialism. The general belief that Mussolini wanted to solve the Roman Question will also be mentioned.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
<b>Answers will clearly explain a number of reasons why</b> Mussolini made a Concordat with the Catholic Church in 1929. <b>Answers should focus on issues such as</b> the motivation that lay behind the Lateran Pacts of 1929. The accords settled the outstanding conflicts between the Papacy and the State and led the creation of the Vatican State and the financial indemnity. Mussolini was afraid of the potential political influence of the church (and the ability of organizations like Catholic Action to rival his Fascist organizations) so getting church agreement to stay outside politics was a huge attraction. An agreement with the Church would boost his international prestige. Mussolini did not believe that he could govern Italy successfully without the support of the Catholic Church, and the Church could now be portrayed as an ally of the state. The Church helped the regime reach the Catholic rural masses; Mussolini felt that he was getting the better of the deal by subordinating the Church to the interests of the State.		

Question 3 (a)	The Communist Revolution in Russia, 1917 - 1941	24 Marks
<p><b>Explain why Stalin launched the campaign against the Kulaks.</b></p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of</b> the campaign against the Kulaks.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p><b>Answers will explain some general reasons</b> why there was a campaign against the Kulaks. There may be general references to the need to socialize the land and a key part of the revolution. It was a way out of poverty and a move towards the 'great society'.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p><b>Answers will clearly explain a number of reasons</b> why Stalin launched a campaign against the Kulaks. <b>Answers should focus on issues such as</b> this was part of a wider programme to centralize agriculture and end the independent force resistant to socialist ideology. By stirring up hatred of the Kulaks amongst other peasants, it was easier to get other peasants on board for collectivisation. Supporting Kulaks had been an important part of the Right's policies, and Stalin was anxious to discredit the Right, which wanted a more gradual approach to introducing Socialism. It was part of the Cult of the Leader, the need for Stalin to reinforce his position as undisputed leader. The Kulaks were class enemies and reminders of the old world which has not been swept away.</p>		

### ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO1b
<b>1</b>	<p><b>(1-3 marks)</b></p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>3 marks = something on the topic</i></p>	<p><b>(1-5 marks)</b></p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
<b>2</b>	<p><b>(4-6 marks)</b></p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p><b>(6-10 marks)</b></p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
<b>3</b>	<p><b>(7-8 marks)</b></p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p><b>(11-16 marks)</b></p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>



## PART (B)

Question 1 (b)	International relations, 1878 - 1920	36 Marks
<b>To what extent was Austria - Hungary mainly responsible for creating international tensions in the period 1878 - 1920?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> Austria-Hungary in this period.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate</b> the role of Austria Hungary in creating international tensions <b>but also begin to consider the importance of other factors such as</b> colonial rivalry and the alliance system in poisoning international relations.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate</b> the significance of Austria-Hungary in creating tensions in the period. Candidates should therefore refer to the desire to maintain the Empire and the problems, which this caused. There should be reference to rivalry between Austria-Hungary and Serbia. Bosnia Herzegovina should also focus as well as the Dual Alliance.		
<b>Answers should also consider the significance of other factors such as</b> German foreign policy; alliances; naval race; the implications of Balkan instability, the arms race, and general militarism. The role of other powers and the peace settlements may be evaluated also.		

Question 2 (b)	Italy, 1918 - 1944	36 Marks
<b>To what extent did the establishment of dictatorship have the greatest impact on the Italian people in the period 1922 - 1944?</b>		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
<b>Answers will be unfocussed or descriptive accounts of</b> Fascist Italy.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
<b>Answers will begin to evaluate</b> whether or not the establishment of a dictatorship had the greatest impact upon the Italian people in the period. <b>They will also begin to consider the significance of some other developments</b> such as economic, social, foreign policies.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
<b>Answers will clearly evaluate</b> whether or not the establishment of a dictatorship had the greatest impact upon the Italian people in the period. Candidates should examine the period up to 1927 and discuss the significance of the political changes. Candidates should examine the consolidation of power, electoral reform, the Matteotti murder; the battery of repressive laws and the Fascist political system.		
<b>Answers should also consider the significance of other factors such as</b> social and economic policy, propaganda, foreign policy and the treatment of various groups in society.		

Question 3 (b)	The Communist Revolution in Russia, 1917 - 1941	36 Marks
<p><b>To what extent was the use of terror the most significant feature of the Communist Revolution in Russia in the period 1917 - 1941?</b></p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p><b>Answers will be unfocussed or descriptive accounts of the Communist Revolution 1917 - 1941.</b></p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p><b>Answers will begin to evaluate whether terror was the most significant feature of the Communist Revolution and also begin to consider the significance of some other developments such as economic and social policy; and the impact upon various groups in society.</b></p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p><b>Answers will clearly evaluate whether or not the use of terror was the most significant feature of the Communist Revolution in Russia in the period. Candidates should examine the impact of terror on politics and its impact generally upon Russian society. Candidates should evaluate the extent to which the Communist Revolution was characterized by terror from Lenin through to Stalin. They may argue that Lenin was less ruthless than Stalin. However, they should point out the development of the Cheka under Lenin which was the instrument of removing all potential opposition to the regime. This was replaced by the NKVD and then the KGB. Candidates might refer to the Red Terror of the Civil War and Lenin's increasing willingness to use terror as a legitimate instrument of terror. Candidates should then evaluate the purges under Stalin. Candidates might conclude that this was a significant feature of the Communist Revolution.</b></p> <p><b>Answers should also consider the significance of other factors such as the cultural revolution and social and economic policy, the establishment of the revolution and the political revolution which followed and the impact upon foreign relations.</b></p>		

### ASSESSMENT GRID FOR PART (b)

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