



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 1

UNIT HY 2

JANUARY 2013

**WALES AND THE TUDOR STATE c.1529-88
1232/01**

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source E. Use the source and your own knowledge to explain the meaning of the phrase “Acts of Union”.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the Acts of Union.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the Acts of Union and the changes these Acts of Parliament brought to Wales territorially, administratively and judicially.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
Study Sources A and B. Use these sources and your own knowledge to explain the importance of the role of Welshmen in parliament.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only to describe the role played by Welshmen in Parliament.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the importance of the role of Welshmen in Parliament. To some it was a means to make their fortune but for others it was a way in which they could resist unpopular laws being passed. Some gentry took their roles seriously and engaged with the parliamentary process but others did not, preferring instead to ignore their sponsors in favour of maximising their opportunities for advancement. There will be reference to the authorship of one or both sources.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and C. How reliable are these sources in explaining the behaviour of the Welsh gentry?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the behaviour of the Welsh gentry.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the behaviour of the Welsh gentry. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the behaviour of the Welsh gentry who are portrayed as selfish and oppressive men of wealth and power. This view is shared both by a contemporary and the modern historian. The reliability of the authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources D and E. How far does Source D support or contradict the interpretation of Welsh people’s respect for the law given in Source E?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p>		
<p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding Welsh people’s respect for the courts and the law given in Source E.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p>		
<p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that Welsh people had a poor attitude to the courts and little respect for the law. It seems that the historian writing with a degree of hindsight is more positive about the respect Welsh people show for the courts and Tudor justice.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p>		
<p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding Welsh people’s respect for the law given in Source E.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates’ explanation.</p> <p>A judgement will be made as to how far Source D supports or contradicts the interpretation in Source E.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source, may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the relationship between Wales and the Tudor State between 1529 and 1588?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of political change in Wales between 1529 and 1588. Answers here may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a clear indication of the problems that existed in Wales during the period 1529-88. They do not refer clearly to the work of the Council of Wales and its presidents. However, several issues are neglected, such as the work of Lee and the changing political role of the gentry especially in parliament.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources are really useful in considering certain aspects of local government in Wales between 1529 and 1588. These do not include the control and impact of the Council of Wales in particular. However, the sources are limited in that they do not give any detail about impact the Union had on Wales and the Welsh. Answers will also discuss the rather limited sources available to historians of this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source C. Use the source and your own knowledge to explain the meaning of the phrase “Principality of Wales”.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the Principality of Wales.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the Principality of Wales as an area comprising the six royal counties of Wales prior to Union but thereafter consisting of the 13 counties embracing the whole country and governed from Ludlow.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
Study Sources C and E. Use these sources and your own knowledge to explain the importance of Henry VIII's changes in Wales.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only to describe Henry VIII's changes in Wales.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the importance of Henry VIII's changes in Wales insofar as changes were praised by both the contemporary and later commentator; both of whom had benefited from the opportunities offered by administrative and judicial reform to better themselves. There will be reference to the authorship of one or both sources.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named.	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named.	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are these sources in explaining lawlessness in Wales?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining lawlessness and disorder in Wales.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding lawlessness and disorder in Wales. Lee was highlighting his work in apprehending the criminals but the historian quoting a contemporary living at the time thought there was little crime and disorder. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining lawlessness and disorder in Wales. There is some debate about the biased nature of what Lee was writing to an interested party and as to what the historian believes to be the truth at least according to one contemporary.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources D and E. How far does Source D support or contradict the interpretation of the role of magistrates in Wales given in Source E?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the role of magistrates in Wales given in Source E.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation by considering the authorship of each. Answers will refer generally to the authorship of the sources and link this to the view that the Welsh people are happy and that Wales is an ordered and well-governed land. The gentry were evidently fulfilling their role as magistrates.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding that the magistrates were efficient, effective and impartial. This suggests that Wales was well governed, lawful and enjoying the fruits on Union.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.</p> <p>A judgement will be made as to how far Source D supports or contradicts the interpretation in Source E.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the relationship between Wales and the Tudor State between 1529 and 1588?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the relationship between Wales and the Tudor State between 1529 and 1588. Answers here may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a clear indication of the problems that existed in Wales during the sixteenth century. They also refer clearly to the problems that confronted the authorities in terms of government, law and order.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. Historical information deployed will be accurate and focused on the question set.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 2

UNIT HY 2

JANUARY 2013

**REBELLION AND REPUBLIC
1232/02**

QUESTION 1

Question 1 (a)	Definition	4 Marks
<p>Study Source B. Use the source and your own knowledge to explain the meaning of the term “Personal Rule”.</p>		
<p><i>Level 1 answers will include some historical information taken from the source.</i></p> <p>Answers will refer generally to the Personal Rule as a time when the King ruled alone.</p>		
<p><i>Level 2 answers will deploy accurate historical information to explain the meaning.</i></p> <p>Answers will refer specifically to the Personal Rule stating that it was a period when the King ruled absolutely for eleven years without parliament.</p>		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p>(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p>(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources C and E. Use these sources and your own knowledge to explain the importance of Parliament up to 1642.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only to describe the importance of Parliament.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of Parliament up to 1642. Parliament was regarded as indispensable to good government and as an institution dedicated to protecting and representing the people.</p> <p>There will be reference to the authorship of one or both sources.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and D. How reliable are these sources in explaining the reputation of William Laud?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the reputation of William Laud.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the reputation of William Laud: Laud was hated at the time but history has been kinder to man who has been undeserving of much of the criticism. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the reputation of William Laud. Contemporaries were writing in the heat of the moment and their anger often clouded their judgement. A more sober interpretation is offered by the historian. The reliability of the authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources B and E. How far does Source E support or contradict the interpretation of Star Chamber given in Source B?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the Star Chamber given in Source B.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that the Star Chamber was hated and blamed for virtually all the ills of royal government. It seems that the historian writing with a degree of hindsight is more positive about the conduct of the Star Chamber.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the Star Chamber given in Source B.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.</p> <p>A judgement will be made as to how far Source E supports or contradicts the interpretation in Source B.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source, may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the events of the Civil Wars?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the causes of the Civil Wars. Answers here may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues.</p> <p>The key focus here involves the crises facing Charles I during the period prior to the outbreak of war and the circumstances that prevailed at the close of the rebellion in which the army seemed to betray parliament once victory had been won.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example answers will also discuss the rather limited sources available to historians of this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source C. Use the source and your own knowledge to explain the meaning of the phrase “The New Model Army”.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to a group of soldiers during the Civil War.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning of the phrase.</i>		
Answers will refer specifically to the elite cavalry and infantry regiments of the Parliamentary army..		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and B Use these sources and your own knowledge to explain the significance of the Grand Remonstrance.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only to describe the Grand Remonstrance.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of the Grand Remonstrance as a means by which Parliament sought to impose its will on the King and his determination to resist the pressure being applied by radical MPs.</p> <p>There will be reference to the authorship of one or both sources</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named.</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named.</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources B and E. How reliable are these sources in explaining the attitude of the King to Parliament?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the attitude of the King to Parliament.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the attitude of the king to parliament, In public Charles appeared to be willing to engage with his detractors but in private he was plotting revenge.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the apparently contradictory behaviour of the King and his attitude to Parliament. The King's words in Source B are naturally biased and should be compared to the more sober reaction of the historian.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source D support or contradict the interpretation of Pride's Purge given in Source C?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding Pride's Purge given in Source C.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation Answers will refer generally to the authorship of the sources and link this to the view that Colonel Pride was an ambitious army officer determined to establish a military dictatorship. The contemporary view was more sympathetic to Thomas Pride defending his actions as in the cause of liberty and freedom. It seems that the historian writing with a degree of hindsight is less positive and more brutal in his assessment of Pride's actions in purging undesirable MPs from Parliament.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the betrayal of parliament and the victory in war over the king by an army commander given in Source C.</p> <p>The authorship of each source will be discussed in context to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.</p> <p>A judgement will be made as to how far Source D supports or contradicts the interpretation in Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the causes and events of the Civil War?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the events leading up to and at the end of the Rebellion. Answers here may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. The key focus here involves the crises facing Charles I during the period prior to the outbreak of war and the circumstances that prevailed at the close of the rebellion in which the army seemed to betray parliament once victory had been won.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example answers will discuss the rather limited sources available to historians of this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

AS/AL History M/S Unit HY 2 - HT 26 11 2012
In-Depth Study 2



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 3

UNIT HY 2

JANUARY 2013

**REFORM AND PROTEST, c.1830-48
1232/03**

QUESTION 1

Question 1 (a)	Definition	4 Marks
<p>Study Source A. Use the source and your own knowledge to explain the meaning of the term “workhouse”.</p>		
<p><i>Level 1 answers will include some historical information taken from the source.</i></p> <p>Answers will refer generally to a building designed to house the poor.</p>		
<p><i>Level 2 answers will deploy accurate historical information to explain the meaning.</i></p> <p>Answers will refer specifically to the aims of the Poor Law Amendment Act in setting up the workhouses.</p>		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p>(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p>(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources D and E. Use these sources and your own knowledge to explain the significance of the changes introduced by the Poor Law Amendment Act.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For instance the sources mention the importance of reducing the costs of the poor rate and an ideal plan of the workhouse.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of the costs of the old poor law and the principle of less eligibility in the plan for the new workhouses with their separation of families and stern regimen.</p> <p>There will be reference to the authorship of one or both sources.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	(1 mark) The answer will display general historical knowledge about the topic named	(1-3 marks) The answer will use mostly information from the sources to explain the set issue <i>1 mark = copying or comprehension of one source</i> <i>2 marks = copying or comprehension of both sources</i> <i>3 marks = uses content of sources only to explain the importance of the issue set</i>
2	(2 marks) The answer will display specific historical knowledge about the topic named	(4-6 marks) The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources. <i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i> <i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i> <i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are these sources in explaining what happened during the Newport Rising of 1839?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining what happened during the Newport Rising.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Source A's tone gives away its sympathies whereas Source B is a considered view.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining what happened during the Newport Rising.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers should comment on the authorship, content, audience and purpose of the sources. Source A is from an unsympathetic newspaper whereas Source B is the considered view of an historian who can see the event's long term impact.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of the Poor Law Amendment Act given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the Poor Law Amendment Act. Source C criticises the new Poor Law in the harshest terms, calling it a disaster whereas Source D describes the law as a success in reducing poor relief expenditure.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, Source C is very critical whereas Source D is complimentary.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation by considering the authorship of each. Answers will refer generally to the authorship of the sources and link this to the interpretation of the workhouses. Source D is a corrective from a historian who has done some research and offers a longer term perspective. Source C is a contemporary source whose language and tone reveal its bias.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the view of the Poor Law Amendment Act. The obvious difference in opinion will be outlined.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the circumstances in which each view was expressed. They should consider the motivation of C and why this might be contradicted by the more measured D. They might consider that D is a more refined interpretation based upon substantial research.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source, may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding reform and protest in Wales and England, 1830-48?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of Chartism and the Poor Law Amendment Act. Answers will be a basic trawl of the content although there may be some undeveloped discussion of the strengths and limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources do provide some context on the Poor Law Amendment Act. However the sources ignore the wider issue of protest movements other than Chartism, other social reforms and parliamentary reform.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources are useful in providing context on the Poor Law Amendment Act and the Newport Rising. They do not cover the wider aspects of other protest movements, other social reforms and parliamentary reform nor the extensive context on social reform. Other sources of protest are not covered. The limited range of sources will be discussed.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>

QUESTION 2

Question 2 (a)	Definition	4 Marks
<p>Study Source A. Use the source and your own knowledge to explain the meaning of the phrase “Ten Hours Movement”.</p>		
<p><i>Level 1 answers will include some historical information taken from the source.</i></p> <p>Answers will refer generally to a group that wished to reform factory conditions.</p>		
<p><i>Level 2 answers will deploy accurate historical information to explain the meaning.</i></p> <p>Answers will refer specifically to the campaign led by Shaftesbury to restrict hours of work in the factories.</p>		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p>(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p>(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources B and E. Use these sources and your own knowledge to explain the importance of dangerous working conditions?</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. Source B is a description of conditions in the mines whereas Source E is an illustration of conditions at a nineteenth century industrial site.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of the conditions in mines and factories which stimulated humanitarian concerns in Parliament and in the reports of royal commissions. Expect comment on the accuracy of a royal commission and the problem of an artist's impression.</p> <p>There will be reference to the authorship of one or both sources</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named.</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named.</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and E. How reliable are these sources in explaining the demand to reform working conditions?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the demand to improve conditions in the factories and mines. Source A describes factory conditions and the need for a Ten Hours Bill whereas Source E is an artist's impression.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the demand to reform conditions in the factories and mines. Answers will refer to the reliability of a Chartist on trial in a serious criminal case whereas the provenance of Source E is problematic.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the demand to reform conditions in the factories and mines.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers should comment on the authorship, content, audience and purpose of the sources. Source A is an emotive appeal to a jury whereas Source E is an artist's impression with all the issues that would bring.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of the effects of the Reform Act given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the effects of the Reform Act. Source C clearly reveals its view of the Reform Act as conservative whereas Source D points out the radical changes brought in by the Act.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, Source C sees the act as a confidence trick whereas Source D shows that the Act was quite radical in effect.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation by considering the authorship of each. The answers will refer generally to the authorship of the sources and link this to the interpretation. Source C is from a radical newspaper with a jaundiced view of the act whereas Source D is the product of substantial and considered research.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the Reform Act. The points of agreement and disagreement will be outlined.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the circumstances in which each view was expressed. There should be comment on the likely viewpoint of a radical newspaper. The substantial research of an historian who can offer a more balanced interpretation over the longer term should be commented upon.</p> <p>A judgement will be reached as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding protest and reform in Wales and England, 1830-48?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of some aspects of social reform and popular protest. Conditions in factories and mines are described and the effects of the Reform Act are outlined. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths and limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources provide some context on working conditions and the Reform Act 1832. There is however little on popular protest. The wider issue of social reform is not address particularly the poor law reform, educational reform and the fuller context of public health reform.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources give some insight into social reform and popular protest. The wider context of the poor law reform in terms of causation and consequence is not effectively addressed. The whole range of rural popular protest is ignored as is Chartism. The wider aspects of social reform, including Poor Law reform needs to be addressed. There will be evaluation of the range of sources and their type.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

AS/AL History M/S Unit HY 2 - HT 26 11 2012
In-Depth Study 3



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 4

UNIT HY 2

JANUARY 2013

CHANGE AND CONFLICT IN WALES 1900 - 1918
1232/04

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source E. Use this source and your own knowledge to explain the meaning of the phrase ‘tenant farmers.’		
<p><i>Level 1 answers will include some historical information taken from the source.</i></p> <p>Answers will refer generally to farmers who worked on the land.</p>		
<p><i>Level 2 answers will deploy accurate historical information to explain the meaning.</i></p> <p>Answers will refer specifically to the tenant farmers being tied to landowners through the renting of farmer and the payment of rent, which was very unpopular.</p>		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p>(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p>(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
Study Sources A and E. Use these sources and your own knowledge to explain the significance of poverty in Wales in this period.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only. For instance, Source A says that the state of houses were very bad indeed and Source E says that the health of tenant farmers and infants in particular was also very bad.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the significance of poverty in Wales. There will be reference to the authorship of one or both sources. The sources are very localised and look at Cardiganshire and the hardship felt by tenant farmers. Long term poverty led to bad living and working conditions and ill-health and premature death which would have had a significant impact on rural as well as industrial communities in Wales.		
There will be reference to the authorship of one or both sources.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are these sources in explaining living conditions in Wales in this period?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining living conditions in Wales in this period. For example, Source A is reliable because it shows the unhealthy housing situation. Source B is reliable because it says that tenants were being treated unfairly.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding living conditions in Wales in this period. Answers will consider that the sources give similar views about hardships. One claims that the conditions of houses was appalling with unhealthy practices while the other claims that although housing was bad high rents were still being charged. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will discuss general issues such as the reliability of a radical newspaper, and the official nature of a health report.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining living conditions in Wales in this period.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that both sources have some degree of reliability in explaining living conditions in Wales. One publication is giving a radical viewpoint in support of workers and the poor, and is discussing one area of Wales. There will be an attempt to consider the objective view of an official health report based on researched evidence.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of the role of the military in the Llanelli Riots of 1911 given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the role of the military in the Llanelli Riots.. For instance Source C says the military were forced into shooting at the rioters due to considerable aggravation while Source D claims that the military lost control and panicked.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For instance, Source D states that the military lost their heads and began firing while Source C does not support and claims that they acted in self-defence.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation by considering the authorship of each. Answers will refer generally to the authorship of the sources and link this to the view that there were different viewpoints due to possible bias such as the researched work of a historian who may also show left wing bias.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the role of the military in the Llanelli riots of 1911. The obvious difference in opinion will be outlined.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the viewpoint of each author and the date of writing. Expect discussion of the viewpoint of a military museum keeper who would want to support his regiment. There should also be discussion of the historian's expertise in this area of study. Answer will consider that the both views have some merit - one military, the other a left wing historian.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source, may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
How useful are these sources in understanding Wales, 1900 and 1914?		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of Wales 1900 - 1914. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a very useful summary of some issues regarding poverty and the Llanelli riots. However, there are many issues which are not covered. There may be a general comment regarding the range of the sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example poverty, bad housing and the Llanelli Riots are covered in some degree. However, as a picture of Wales 1900 - 1914, the collection is limited. Social upheaval and change and its specific effects on people are partly mentioned but material relating to other issues would be needed to create a fuller picture of the period such as causes of poverty and social distress, political reactions to it, nature and extent of conflict, cultural and sporting developments. There will be a discussion of the varying range of the sources available to an understanding of Wales in this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source E. Use this source and your own knowledge to explain the meaning of the phrase ‘Sunday Closing Act.’		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the fact that everything was closed on a Sunday.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the actual Sunday Closing Act which made the selling and distributing of alcohol illegal on a Sunday.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources B and E. Use these sources and your own knowledge to explain the significance of alcohol at this time.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For instance, Source B says that the public houses was very popular and full despite chapel objection and Source E says that alcohol is causing crime but that any attempt to ban alcohol will lead to a riot.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge. These will be referenced to the authorship of one or both sources.</i></p> <p>Answers will refer to the importance of alcohol at this time. Sources B and E allude to the fact that alcohol was important not only as a leisure activity but as a form of social anaesthetic - giving people a release from their dreary lives. It is also socially unacceptable despite its popularity - religion is against it and it is also causing clear social problems as indicated by both sources.</p> <p>These will be references to the authorship of one or both sources.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named.</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named.</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are these sources in explaining the influence of religion in Wales?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the influence of religion in Wales. For example, Source A says that innkeepers and those that drink alcohol should not be allowed to enter Churches, Source B says that the pub was a popular place though the local Ministers frowned upon people who went there.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the influence of religion in Wales. Answers may consider the factors described in each source in relation to the influence of the Church over social issues.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the influence of religion in Wales.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. There will be comments on UWIC's viewpoint as a religious organisation. There should also be comments on the reliability of a story recalled in a letter home from the trenches.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of political change given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding political change. For instance Source C claims the people of Carmarthen were turning against traditional political parties, Source D is claiming otherwise.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation.</p> <p>Answers will refer generally to the authorship of the sources and link this to the view that there was some political change in this area in the period. Expect general comments on a biased left wing viewpoint and the work of historians.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding political change in Wales. The obvious difference in opinion will be outlined.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation.</p> <p>Answers will consider the political viewpoint of a left-wing Trade Union leader when set against the considered view of a historian. Source C is a left wing publication and as such would want a party to represent the workers to gain support. The historian has the benefit of hindsight and a specialist interest in local history.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Wales between 1900 - 1914?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of change in Wales between 1900 and 1914. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a useful overview of some of the changes in the period but are limited in not looking at the wider issues. There may be a general comment regarding the range of the sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the influence of religion and political change is covered to some extent, as are the coverage of the social reaction to alcohol consumption. However, the poverty suffered by many is not mentioned explicitly, neither is the social and cultural changes. There will be discussion of the varying range of the sources to an understanding of Wales in this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>

AS/AL History M/S Unit HY 2
In-Depth Study 4/HJ 05 11 12



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 5

UNIT HY 2

JANUARY 2013

**BRITAIN, 1929-1939
1232/05**

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source D. Use the source and your own knowledge to explain the meaning of the phrase ‘British Union of Fascists.’		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to a political party.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the British Union of Fascists, a right-wing party led by Oswald Moseley.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
Study Sources B and E. Use the sources and your own knowledge to explain the importance of leisure during the 1930s.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only. For instance Source B says that seaside resorts were booming because of new trade and Source E says that movies taught people how to act.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the importance of leisure during the 1930's. The sources discuss some positives such as enhanced leisure opportunities as well as the excitement and power of films over behaviour. There will be reference to the authorship of one or both sources		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are these sources in explaining regional differences in the 1930s?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining regional differences in the 1930's. For example, Source B is reliable because it shows how the coastal towns of North Wales were developing. Source A is reliable because it says that conditions were very miserable.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding regional differences in the 1930s. Answers will consider that the sources give differing views - one claims that the Rhondda was a cultural and economic black spot with little developments while the other claims to be developing new and exciting leisure and tourism based opportunities.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will discuss general issues such as the reliability of a left-wing political commentator and an official government report.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining regional differences in the 1930s.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that both sources have some degree of reliability in explaining regional differences in the 1930s. One publication is giving a political stance and the nature of their involvement may cause some doubts on the reliability of the source. There will be an attempt to consider the objective view of an report intended for government use only.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of law and order given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding law and order. For instance Source D says there was no real rise in crime, and Source C says that crime was a career choice for many.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. For instance, Source D states that despite everything instances of law and order breaking down were not significant, while C disagrees with this interpretation.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding law and order. The obvious difference in opinion will be outlined.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the viewpoint of each author. Expect discussion of the viewpoint of a right wing editorial comment. Would he have developed an overview of the situation throughout Britain? There should also be discussion of the historian's expertise in this area of study. Answers will consider that the both views have some merit.</p> <p>There will be a judgement made as to how far Source C supports or contradicts the judgement in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source, may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Britain between 1929 and 1939?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of change in Britain between 1929 and 1939. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a very useful summary of some issues regarding leisure activities, poverty and crime. However, there are many issues which are not covered. There may be a general comment regarding the range of the sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example crime, poverty and leisure developments are covered in some degree. However, as a picture of Britain from 1929-1939, the collection is limited. Social upheaval and change and its specific effects on people are partly mentioned but other issues would be needed to create a fuller picture of the period - causes of the depression, political reactions to it, cultural and sporting developments. There will be a discussion of varying range of the sources to an understanding of Britain in this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source D. Use the source and your own knowledge to explain the meaning of the phrase ‘the dole.’		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to payments during poverty.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to a government payment to the unemployed.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and E. Use these sources and your own knowledge to explain the importance of leisure developments in the 1930s.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For instance, Source A says that Sunday has become an important day of leisure; Source E says that there were vast opportunities in sport and culture.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of leisure developments in the 1930's. Source A and E allude to the fact that there were many exciting opportunities and developments which benefitted many areas, people and sporting events.</p> <p>There will be reference to the authorship of one or both sources.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named.	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named.	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are these sources in explaining the influence of religion in Britain?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the influence of religion in Britain. For example, Source A says that Sunday is no more religious than any other day; Source B says that the power of the Church remains intact.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the influence of religion. Answers may consider the factors described in each source in relation to the differing attitudes towards religion and keeping Sunday sacred.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will comment in general on the reliability of both sources in relation to a conservative viewpoint and a religious writer in a religious publication.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the influence of religion.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider the authorship and date of each source. There will be comments on The Spectator's viewpoint as an anti-modernisation publication. There should also be comments on the reliability of a religious writer giving his personal opinions.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of the lives of the unemployed given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the lives of the unemployed. For instance Source D claims the unemployed were given the means to live through hard times, Source C is claiming otherwise.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. Answers will show that Source C does not back up the interpretation given in Source D.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation by considering the authorship of each. Answers will refer generally to the authorship of the sources and link this to the view that some people had it harder than others in this period. Expect general comments on the generalisations of a survey and the work of historians.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the view about the lives of the unemployed. The obvious difference in opinion will be outlined.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the political viewpoint of a socialist newspaper set against the considered view of a historian. Source C is a socialist publication and as such wants to highlight the oppression of the workforce. The historian has the benefit of hindsight and a specialist interest in British history but expect comments on the general nature of the book.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Britain between 1929-1939?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of change in Britain between 1929 and 1939. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a useful overview of some of the changes in the period but are limited in not looking at the wider issues. There may be a general comment regarding the range of the sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the reaction to religious change, unemployment and some sporting developments are mentioned. However, government response, and regional unemployment, hunger marches are not mentioned explicitly neither is the social and economic problems that prevented many from taking advantage of the new opportunities-. There will be a discussion of the varying range of the sources to an understanding of Britain in this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 6

UNIT HY 2

JANUARY 2013

**THE GERMAN REFORMATION, 1500-1555
1232/06**

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source D. Use the source and your own knowledge to explain the meaning of the term “anti-clericalism”.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to being against the priests or similar.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the criticism of the Catholic Church for the practice of clerics having concubines and indulging in pluralism, nepotism and simony. These were all practices which went against their religious vows.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
Study Sources A and B. Use these sources and your own knowledge to explain the importance of Johann Tetzel.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only to describe the role of Tetzel.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
<p>Answers will refer to the importance of Tetzel and the indulgences he sold in Germany. Source A is the opinion of an academic historian in a recent publication which suggests that Tetzel was important in suggesting that these indulgences allowed a person passage into heaven. Source B by John Tetzel himself, recorded in a sermon published in 1517, was an encouragement to improve the uptake of these papal indulgences and thus displays a sales pitch, It implies that Tetzel's indulgences were a fail safe route to salvation and that Tetzel as the salesman was zealous in his job.</p>		
There will be reference to the authorship of one or both sources.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources B and C. How reliable are these sources in explaining the controversy over indulgences?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the indulgence controversy.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the perceived value of indulgences.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining that the sources were both written about the perceived value of indulgences. It will be noted that one is an account by John Tetzel himself. It is sales pitch to create a large uptake of his special papal forgiveness. he is cleverly playing on the emotions of his audience and he suggests that the indulgences he offers guarantee salvation. Candidates should emphasize that this is Tetzel's slant on their value. In Source C Martin Luther is openly attacking the value of indulgences but significantly he steps back from directly attacking the pope. he does however, in these two extracts from his Ninety Five Theses, suggests that there is little value in buying forgiveness.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources D and E. How far does Source E support or contradict the interpretation of the clergy given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the clergy given in Source D.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source, that anti-clericalism was widespread in Germany.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation by considering the authorship of each.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the clergy. The authorship of each source will be discussed to explain the differences in interpretation. Source D is the work of an academic historian in a recent publication which states that the practices of simony, nepotism and pluralism were common but that sexual misconduct was not. Source E is an early criticism of the Catholic Church written under a pseudonym which fully supports the assertion that anticlericalism was widespread in Germany. To some extent Source E supports Woodward's interpretation in Source D but it is a much more vitriolic attack on the conduct of priests and it directly contradicts in its account of sexual misconduct of priests.</p> <p>A judgement will be made as to how far Source E supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source, may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the German Reformation of 1500-1555?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the German Reformation 1500-1555.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that they give some of the causes of the Reformation and Luther's early response.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example there are both contemporary sources by major players in this issue as well as reflection from academic historians specialising in this topic but a limited picture emerges, The sources are concentrated on the Indulgence Controversy and early criticisms of the clergy. Although economic grievance are hinted at and religious criticism of the Church explored there is nothing post 1517, on princely support, the rapid dissemination of Lutheranism and social reaction to Luther's publications throughout Germany.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source D. Use the source and your own knowledge to explain the meaning of the term “Imperial Diet”.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to a meeting of the Empire or similar.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the parliaments for the emperor, Charles V and in particular the means by which he believed he could control the spread of Lutheranism.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use these sources and your own knowledge to explain the importance of religion as a cause of the Peasants' War in Germany in 1525.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only to explain the causes of the Peasant's War.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of religion as a cause of the Peasants War. Source A by Martin Luther himself suggests that the Peasants War is not a religious issue. Source B, by the radical preacher Thomas Muntzer, suggests that the Peasants War is based on defence of God, that is, it was religiously motivated.</p> <p>There will be reference to the authorship of one or both sources.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named.</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named.</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources C and E. How reliable are these sources in explaining the impact of the Edict of Worms?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining that Source C is stating that there was little impact of the Edict and that the majority of Princes abided by the law which came out of the Diet of Worms, 1521.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the impact of the Edict of Worms.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the impact of the Edict of Worms. Source C will be seen as the opinion of a modern historian who suggests there was little support for the Edict within Germany and that this was largely a political reaction. Although it does state that some areas applied it rigorously. Source C is reliable with detailed research and is the interpretation of an academic historian, albeit in a book concentrating on the reign of Charles V. Source E is a declaration by a group of German princes who term themselves ‘The majority’ and who suggest that they have supported the laws incorporated in the Edict of Worms up to 1529. However, there is also the suggestion here that not all princes gave their support.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources D and E. How far does Source E support or contradict the interpretation of the attitude of the German princes given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the majority of German princes continuing to support Catholicism.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation that the sources support the interpretation but that there is some degree of difference in that one source suggests a more moderate response.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding continuing support for the Catholicism by the princes. The authorship of each source will be discussed to explain the differences in interpretation. Source E was written by a group of princes on the eve of the Diet of Speyer and they have styled themselves as 'The Majority'. Incidentally there was a response from 'The Minority' at the same time. Source E therefore suggests that by 1529 the majority of German princes supported Catholicism Source D written by an academic historian supports the idea that German princes for the larger part remained Catholic. However, Maltby also states that Lutheranism attracted Princes in Germany because there were advantages to conversion. However, the interpretation suggests that for the majority this did not happen.</p> <p>A judgement will be made as to how far Source E supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the German Reformation, 1500-1555?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the German Reformation.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that there are both contemporary and modern historian viewpoints on the Reformation in the 1520s.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example a limited picture emerges, even though there is evidence from some major players such as Muntzer and Luther the sources concentrate mainly on the 1520s with a good social cross section of German society's reaction to the spread of Lutheranism. However, Luther's early challenge to the Church is not explored and economic cause and consequences are not included but political and social aspects are touched upon.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark)	(1 mark)	(1-8 marks)
	The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	The answer will only offer the briefest of judgements on the usefulness of the sources.	The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks)	(2-3 marks)	(9-16 marks)
	The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	The answer offers a limited judgement on the utility of the sources	The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i>
3	(4 marks)	(4 marks)	(17-24 marks)
	The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	The answer gives a supported judgement on the utility of the sources	There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>

AS/AL History M/S Unit HY 2 - German Reformation HT 30 11 12
In-Depth Study 6



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 7

UNIT HY 2

JANUARY 2013

**THE FRENCH REVOLUTION
1232/07**

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source E. Use the source and your own knowledge to explain the meaning of the term ‘Constituent Assembly’.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to an Assembly which consisted of many French citizens.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the Constituent Assembly as the name given to the merging of the three former estates which became the National Assembly. Its full name was the National Constituent Assembly and one of its main functions was to draft France’s first ever Constitution.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
Study Sources B and C. Use these sources and your own knowledge to explain the significance of violent protest during 1789.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only , Source B as an account of the tumultuous events surrounding the storming of the Bastille - an event which came to define the revolution, while Source C refers to a popular peasant uprising clearly motivated by self-interest.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the significance of the violent protests of 1789. The storming of the Bastille which Source B refers to was the first great journée of the Revolution and showed the power of popular protest. It shook the Monarchy and the ancient regime to its very foundations. Source C relates to the wave of peasant unrest which swept through many parts of rural France in the summer of 1789. The peasants were motivated by self interest in seeking to destroy records of feudal obligations. There will be reference to the authorship of one or both sources. Source B is from the private diary of an American diplomat - likely to be sympathetic to the cause of the revolutionaries. Source C is a letter from a large landowner, feeling the force of rural violence.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are these sources in explaining the origins of the French Revolution?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the origins of the French Revolution. Source A is British view of the serious financial problems in France, while source B notes some of the daily tribulations affecting ordinary French people in Paris.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding of the origins of the French Revolution. Source B is an honest attempt to explain why events had reached such a crisis by providing an economic context to the unfolding events.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Source A is a hostile English print while B is a considered private view from an American diplomat.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the origins of the French Revolution.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that the tone of Source A is very much mocking the misfortunes of the French. Louis is portrayed as rather inept and that the financial catastrophe has happened is under seven years. Candidates will note Louis' rather hapless attitude. There will be some discussions of the reliability of such a hostile foreign print. Source B might be considered rather more reliable as it comes from a private source by an American diplomat - used to gathered information and making judgements for the benefit of his government. This may well enhance its reliability.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources D and E. How far does Source D support or contradict the interpretation of the Clerical Oath given in Source E?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the Clerical Oath. For instance Source E suggests that it was a significant moment in the broadest sense while Source D notes aspects of its detailed proposals.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example Source E suggests that the Clerical Oath had the impact of compelling people to take a stand in the religious debate, an interpretation which is confirmed to an extent by Source D which urges French citizens to back the National Constituent Assembly and embrace the proposals.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation by considering the authorship of each. Answers will refer generally to the authorship of the sources and link this to the interpretations of the Clerical Oath. There will be some comments on the nature of an extract from the work of an academic historian and the viewpoint of a contemporary commentator who was a prominent Jacobin Club who was hostile to the Catholic Church.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the Civil oath and the Civil Constitution of the Clergy, the support for the interpretation will be discussed in full.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will discuss the standpoint of each author, Source E from a highly respected British academic historian and expert on the French Revolution who will have reached a balanced interpretation based on years of detailed research and analysis. This interpretation of the divisive nature is echoed in Source D, which comes from a Jacobin supporter who urges French people to rally behind the proposal which is designed partly to force the church to declare its support for the revolution. There will be a clear discussion of why each viewpoint was produced.</p> <p>A judgement will be made as to how far Source D supports or contradicts the interpretation in Source E.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source, may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the French Revolution up to 1792?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the origins of the French Revolution and events during 1789. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in understanding some of the events which contributed to the origin of the French Revolution and events up to 1792. There is some focus on the events immediately preceding 1789 - the financial crisis is well noted (A) and this was a key factor in bringing about the fall of the ancient regime as was the storming of the Bastille. Rural issues are touched upon in Source C. There is reference to the work of the National Assembly in dealing with the Church. There will be reference to the limitations of the coverage with other long term causes glossed over - there is nothing on the events around the outbreak of the war. Limitations of the collection will only be partially explored.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources do touch upon some of the key events and features - the failure of the reform process and the dissatisfaction of the bourgeoisie and the Third estate with the taxations system. While an aspect of the relations between the state and the Catholic Church is alluded to there is little to explain the huge loss of wealth and status the former first estate suffered. There is nothing on the growth of clubs and the deep division which opened up around the issue of the emigres and the church. The growth of republicanism and the overthrow of the monarchy are absent. Candidates will deploy information from the sources in a clear and coherent way. Relevant background information will be deployed in a considered way which highlights the main omissions of the collection. There will be discussion of the origins and purpose of the sources.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source B. Use the source and your own knowledge to explain the meaning of the term ‘Assembly of Notables’.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to a group of well meaning Frenchmen.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the handpicked group of representatives of the first and second estates summoned by Louis to rubber stamp his reform proposals.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use these sources and your own knowledge to explain the importance of financial abuses as a cause of the French Revolution.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. Source A hints at the extravagance of the Queen Marie Antoinette, while source B refers to the chaotic nature of French finances on the eve of the revolution.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of financial abuses to the cause of the French revolution they will note the Empress Maria Theresa’s admonishment of her daughters’ spendthrift ways with regard the purchase of diamonds and the message it sends out to the population living in strained times. Source B outlines the financial abuses which benefited the first two estates - tax exemptions. These issues were very live ones particularly for the third estate. They will select appropriate quotations to support their judgements.</p> <p>There will be reference to the authorship of one or both sources in explaining the importance of financial abuses as a cause of the French Revolution.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named.</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named.</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources D and E. How reliable are these sources in explaining the social divisions which existed in France up to 1792?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the social divisions which existed in France up to 1792. Source D mentions the rural discontent sweeping parts of the French countryside in the summer of 1789, while e is a visual representative of the violent hostility of one social group towards another in September 1792.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the social divisions which existed in France up to 1792. Source D suggests that eruption of violence in the countryside was motivated by conflict between the peasantry and landowners. Source E is a violent depiction of the assaults carried out by the sans-culottes on members of the privileged former first and second estates.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Source D is a private letter while Source E is a hostile anti-revolutionary print.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the social divisions which existed in France up to 1792.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that the depiction in Source D of the wave of destruction - known as the Great Fear - sweeping parts of rural France which pitched the peasantry against landowners. The destruction of records of feudal obligations a clear indication of the hostility felt against the privileges of the well to do. There will be some discussions of the reliability of a private letter albeit one written by a legal figure who may well benefit from work connected with landowners. Source E is a piece of anti-revolutionary propaganda which suggests that the sans-culottes were venting their anger of privileged members of the former first and second estate. The term massacre which accurate in this context does have a highly charged use. The publication and purpose of the print may well impact upon its reliability.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source D support or contradict the interpretation of the Great Fear given in Source C?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the 'Great Fear'. For instance Source C suggests that it was inspired by the privileged supporters of the crown, while Source D notes a link to attacking the system of feudal privilege.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, Source C suggests that the underlying belief behind the Great Fear was that supporters of the crown were going to attack the peasantry, a view contradicted by Source D which suggests a more mercenary driver behind the wave of destruction.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the interpretations of the great Fear. There will be some comments on the nature of an extract from the work of an academic historian and the viewpoint of a contemporary commentator who as a notary may well have been involved in working with landowners.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the Great Fear.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will discuss the standpoint of each author; Source C is from two respected British academic historians and experts on the French Revolution who will have reached a balanced interpretation based on years of detailed research and analysis. Their interpretation of the irrational fear which swept the French countryside in the summer of 1789 - the Great Fear, that it was inspired by the belief that 'bandits' supported by the crown were to wage repression on ordinary peasants is contradicted by Source D which alludes the motivation to destroying records of feudal dues and obligations. The belief in Source C prompted pre-emptive action by the peasantry. There will be a clear discussion of why each viewpoint was produced.</p> <p>A judgement will be made as to how far Source D supports or contradicts the interpretation given in Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the French Revolution to 1792?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the work of the French Revolution to 1792. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in understanding some aspects of the French Revolution to 1792 the financial problems linked to the origin of the revolution and the surge of violence unleashed by the changes the great fear and the September massacres. There will be reference to the limitations of the coverage with only a partial selection of changes and nothing on the work of the National assembly, the war et. Limitations of the collection will only be partially explored.t</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources do to an extent provide some understanding of the French Revolution to 1792. There is a strong hint about the impact the Queens love of diamonds was having on popular perceptions, the financial problems are alluded to The print relates to one of the most horrific incidents of the first phase of the revolution - the September massacres. The sources offer at best a partial insight to the French Revolution in that there is little to explain how France was re-shaped or how ultimately the monarch was overthrown. Events preceding the September massacres are not touched upon. The contents for the massacres was the fear that the advancing Prussians would have a fifth column in the city. There is nothing about the war in the collection. the key reforms of the Assembly are not covered. Candidates will deploy information from the sources in a clear and coherent way. Relevant background information will be deployed in a considered way which highlights the main omissions of the collection. There will be some discussion of the origins and purpose of the sources.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

AS/AL History M/S Unit HY 2 - HT - 28.01.13
In-Depth Study 7



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 8

UNIT HY 2

JANUARY 2013

**THE CRISIS OF THE AMERICAN REPUBLIC, c.1848-1877
1232/08**

QUESTION 1

Question 1 (a)	Definition	4 Marks
<p>Study Source A. Use the source and your own knowledge to explain the meaning of the phrase “the State that had started the war”.</p>		
<p><i>Level 1 answers will include some historical information taken from the source.</i></p> <p>Answers will refer generally to South Carolina as the state that broke away from the Union.</p>		
<p><i>Level 2 answers will deploy accurate historical information to explain the meaning.</i></p> <p>Answers will refer specifically to South Carolina’s record in popularising secession and the attack on Fort Sumter in 1861.</p>		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p>(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p>(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources C and E. Use these sources and your own knowledge to explain the importance of slavery in causing tension in the USA.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. Source C refers to the centrality of slavery whilst Source E shows a powerful piece of propaganda.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of the importance of slavery. Anti-slavery agitation was a running sore for the South exemplified in its reaction to the Kansas-Nebraska issue, the success of the Republican Party and the failure to compromise. In the North fear of slave power reached fever pitch in the late 1850s.</p> <p>There will be reference to the authorship of one or both sources.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are these sources in explaining General Sherman’s campaign in the southern States 1864-65?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining General Sherman’s campaign. Source A is a union soldier’s jaundiced view of South Carolina whereas Source B is Sherman’s later recollection of his memoirs.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding General Sherman’s campaign. Source A describes one of the most important campaigns of the war whereas Source B is an important officer’s recollection of a war winning campaign.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will refer to the reliability of a contemporary diary and a general’s memoirs.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining Sherman’s campaign. Source A is a contemporary explanation of a brutal, but highly effective, method of warfare. Source B is a later attempt to explain or possibly gloss over wanton destruction from the memoirs of one of the war’s most successful commanders. It is unlikely that Sherman was that sensitive but candidates may argue the case.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source D support or contradict the interpretation of the causes of the Civil War given in Source C?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the causes of the civil war. For instance Source C states it was slavery whereas Source D says it was a dispute over states' rights.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. The interpretation in Source D is comprehensively refuted in Source C.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the interpretation of the causes of war. There will be a discussion of the value of an academic historian's perspective and the self-justification of the second most senior Confederate politician.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the causes of the Civil War. The obvious difference in interpretation will be discussed.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the origins and purpose of each source. Source C is the considered view of one of the most eminent historians of the American Civil War – it was slavery that was at the heart of the war. Stephen's explanation is more abstract but nonetheless a very common one from apologists for the southern cause who obscure slavery as an issue with constitutional arguments.</p> <p>There will be a judgement made as to how far Source D supports or contradicts the interpretation given in Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source, may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the American Civil War of 1865?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of some of the causes of the war and one of its most important campaigns. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in finding out about some of the causes of the war and Sherman's 1864-5 campaign. There are other factors in the lead up to the war which are not covered such as the Compromise of 1850, the Kansas Nebraska bill and the Dred Scott case. The war itself and its consequences are not covered adequately.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, some areas of sectional tension are covered. The discussion needs to be broadened to cover all the issues that were leading to conflict in the late 1850s. The war and its consequences receive little coverage apart from Sherman's campaign.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source C. Use the source and your own knowledge to explain the meaning of the term “Copperheads”.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to opponents of the war in the North.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the growth of war weariness in the North, specific peace proposals in 1863 and Clement Vallandigham’s leadership.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
Study Sources A and E. Use these sources and your own knowledge to explain the significance of the 1860 Presidential election.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only. Source A refers to Abraham Lincoln's victory whilst Source E shows the main principles of the Republican Party.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the importance of the 1860 election. The USA was starkly divided by its result with Lincoln sweeping to power in the North. Fear of what he would do provoked secession.		
There will be reference to the authorship of one or both sources.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named.	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named.	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources C and D. How reliable are these sources in explaining the issue of conscription during the Civil War?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining conscription. Answers will accept uncritically the content of Sources C and D – conscription was caused by manpower problems and that many avoided the draft.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding conscription. Source C is an academic historian’s perspective whereas Source D is a private letter.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will refer generally to the reliability of the viewpoint of an academic historian and a northern housewife writing to her husband.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining conscription. The authorship of the sources will be considered in the light of the vital importance of conscription in sustaining the northern war effort and its unpopularity. Grant has researched the reasons for, and effects of, conscription. Sarah Fales writes revealingly of local attitudes towards the draft, the substitute issues and patriotism.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources A and B. How far does Source B support or contradict the interpretation of secession given in Source A?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding secession. Source A stresses Lincoln's election victory as the prime cause whereas Source B stresses economic arguments.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, the interpretation in A is clearly not supported by the analysis in Source B.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the interpretation. There will be discussion of the viewpoint of a leading British authority and the extreme bias of a southern newspaper.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding secession. The obvious difference of opinion will be discussed.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the origins and purposes of each source. Source A is a modern historian's considered view that it was Lincoln's victory that provoked secession whereas Source B is convinced that the South needs to secede for economic reasons.</p> <p>A judgement will be made as to how far Source B supports and contradicts the interpretation given in Source A.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the American Civil War of 1865?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the American Civil War. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in finding out about some aspects of the civil war for example the issues of slavery and economic differences but many other key issues are not considered. The war itself is only highlighted by the issue of conscription in the north.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example there is little coverage of other reasons for war and no consideration of the role of Lincoln, and the wider aspects of the war. A greater range of sources would be needed to assess the war.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

AS/AL History M/S Unit HY 2
 In-Depth Study 8 - The Crisis of the American Republic, c.1848-1877/AM
 27 November 2012



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 9

UNIT HY 2

JANUARY 2013

NAZI GERMANY, 1933 - 1945
1232/09

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source E. Use the source and your own knowledge to explain the meaning of the phrase “ Aryan Race”.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the idea that the Aryan race meant that the Germanic peoples were the strongest.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the fact that the Aryan race was a key element of Nazi ideology and racial theory linked to the ideas of a master race. Linked to Social Darwinism it meant that only the fittest and strongest races survived.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources B and D. Use these sources and your own knowledge to explain the significance of censorship in the Third Reich.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For example, Source B shows books being burned and Source D refers to press control.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of the fact that censorship led to the removal of any ideas considered unacceptable to the Nazi regime. This led to the burning of books and a regulated press in 1933. In B the SS are involved in book burning. The fact that this is from an anti-Nazi source is indicative of the fact that the cartoonist believes this to be significant In that literature and ideas are destroyed. Some candidates may make the point that it was carried out by students and university students and was more of a symbolic gesture. In Source D the significance is shown on the newspapers and the press. The fact that the truth was lost is significant. The fact that this was written by a foreign journalist will have a bearing upon why censorship was significant.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources C and E. How reliable are these sources in explaining the effects of Nazi rule upon young people in Germany?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the effects of Nazi rule upon young people in Germany. Source C suggests that the young people are fanaticised. Source E also suggests that they display Nazi leanings. This reflects the impact of Nazi indoctrination. There may be an undeveloped reference to the authors of the sources. Source C is taken from a report written in 1934 and Source E is taken from a book.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the effects of Nazi rule upon young people Germany. Source C shows that young people were Nazified. Source E reveals that indoctrination was now the tool to educate young people in the so called 'spirit of National Socialism'. The reality was that at least outwardly the young displayed their Nazi leanings.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Candidates will refer to the reliability of Source C and the obvious anti-Nazi tone of an SPD report. Whilst Source E is an extract from a visiting English student who makes objective comments about the effects of Nazism upon the youth of Germany.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining Nazi education.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that Source C is a report from the SPD in exile and so candidates should challenge the impartiality of these reports from a group that was anti-Nazi. Also the fact that the information was second hand should have a bearing upon what is said within the source which in this case comments upon the brainwashing of the young people of Germany. The fact that it is early on in the regime should also merit some comment. Source E reveals that the young people of Germany seemingly embraced the Nazi ideology of the country. However, candidates should comment upon the date, the audience and the wider questions of whether this was a narrow judgement of a small group of students or a wider perspective of German society. Candidates might argue that this lacks balance and the fact that it is a personal memoir makes it a flawed view. Candidates should consider the veracity of contemporary evidence but from two different perspectives for two different audiences and contexts, and so the reliability of the sources will be different.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
	(1 mark)	(1-5 marks)
1	The answer will display general historical knowledge about the set topic	<p>The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = attempts one source, comprehension or copying from one source</i></p> <p><i>5 marks = comprehension or copying from both sources</i></p>
	(2 marks)	(6-10 marks)
2	The answer will display specific historical knowledge about the set topic	<p>The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian.</p> <p><i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i></p> <p><i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i></p> <p><i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i></p>
		(11-14 marks)
3		<p>The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability.</p> <p><i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i></p> <p><i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i></p>

Question 1 (d)	Support	20 Marks
<p>Study Sources A and D. How far does Source D support or contradict the interpretation of the Nazi regime given in Source A?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation of the Nazi regime given in A. For instance Source A says that the Nazis wanted all the people to conform and were fed carefully processed information. And Source D supports this because it shows how the newspapers provided calculated incessant propaganda.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, Source A gives an overall perspective of the techniques of mass manipulation suggesting that the Nazis wanted to create a united society behind Hitler and Source D gives a contemporary viewpoint of the way in which the press was utilised to fulfil this goal.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the nature of the regime. There will be comments on the nature of the foreign journalist who is providing an overall synthesis of the regime and the viewpoint of an academic historian in a general history textbook.</p> <p>0</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding racial policy. The obvious support of Source D will be discussed in full.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will discuss the standpoint of each source, one a contemporary perspective of a foreign journalist which aims to reveal the lying nature of a totalitarian regime and the other an academic historian. There should be clear discussion of why each author will have a similar view of the Nazi regime. There should be some comment in the view of a foreign journalist who witnessed the events that he is writing about but whose account has been criticized for lacking balance. There should be some comment upon the date that it was written and whether or not it has academic rigor. The veracity of an historian writing for a specific audience should be highlighted. Candidates may argue that the author of Source A might well have looked at evidence such as that provided in Source E to form his judgement. Candidates might argue that one source works from outside the regime whilst the other works from inside.</p> <p>A judgement will be made as to how far Source D supports or contradicts the interpretation in Source A.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source, may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Nazi regime between 1933-39?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of life in Nazi Germany. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in understanding certain aspects of social policy inside Nazi Germany such as propaganda; censorship; youth. There will be reference to limitations of coverage, with many key issues not referred to such as religious and aspects of economic and foreign policy.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources do a good job in covering some aspects of life in Nazi Germany, including some of the key areas such as ideology; propaganda, indoctrination and terror, and youth policy; Censorship and control in the Third Reich. Terror and propaganda; the role of the SS. However, there are obvious limitations such as a lack of coverage regarding the effects of the dictatorship; the impact of religious and other aspects of social policy, cultural and foreign policy upon various groups inside Germany; the political system and the role of the Nazi party. There will be some meaningful source evaluation which examines the origin and purpose of the sources.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source D. Use the source and your own knowledge to explain the meaning of the phrase “Pact of Steel”.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the Italian-German alliance of 1939.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the fact that the Pact of Steel was signed in May 1939 and was a logical outcome of the growing relationship between the powers. It committed both nations to join each other in war even if that other country had caused the war by an act of aggression.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
Study Sources B and C. Use these sources and your own knowledge to explain the importance of the role of women in Nazi Germany.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will refer to the content of the sources only. Source B shows that women were the preserver of the nation in terms of marriage, motherhood etc. The role of women in Source C was to provide children and be loyal to the state.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the importance of the sources and that the role of women was part of the Nazi aim to restore the balance between the sexes by encouraging women to celebrate their domestic role as mothers and housewives. This was to be defined through physical fitness and racial purity. In Source B women are to be regulated and domesticated as mothers. This is from a Nazi pamphlet and is unlikely to present a distorted and positive view of the importance of the role of women. In Source C the importance is laid out in terms of child bearers but also in terms of the loss of opportunities for women. The fact that it is written by a visiting daughter of the American ambassador will have a bearing upon why she feels that the role of women is significant in a negative way.		
There will be reference to the authorship of one or both sources.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named.	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named.	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources D and E. How reliable are these sources in explaining Nazi-Soviet relations in 1939?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining Nazi-Soviet relations in 1939. Answers may mention the fact that in Source D clearly there are some perceived problems in the relationship. In Source E it shows that Nazi Soviet relations were obviously still tense.</p> <p>There may be an undeveloped reference to the authors of the sources. Source D is taken from instructions from the German Foreign Office in 1939 and Source E is a cartoon taken from a British newspaper in 1939.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding Nazi-Soviet relations. In source D Germany wishes to establish better foreign relations with the Soviet Union, whilst in Source E there is evidence that the Germans have no wish to maintain friendly relations with the Soviet Union.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will comment generally on the reliability if a document from the German Foreign Office and a cartoon from a British newspaper. Expect also some general references to the veracity of a satirical cartoon and an official Nazi document.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining Nazi Soviet relations in 1939.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that the instructions given in Source D, reveals the duplicity of the German Foreign Office. They were engaged in a public relations exercise aimed at securing an agreement with the Russians. Some candidates may consider the fact that at the time the British and French governments were engaged in negotiations with the Soviet union and so the Germans are attempting to outmanoeuvre Allies. Expect some comment therefore about the likely veracity of these instructions which would not have been public. Source E is a satirical British cartoon which is intended to cast doubt about the durability of the Non-Aggression Pact which had been signed in August. It suggests that the Nazis cannot be trusted. Expect some comments about the history of hatred between Germany and Russia which miraculously disappeared in 1939 and the tone of a British cartoon!</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources A and C. How far does Source C support or contradict the interpretation of Nazi society given in Source A?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding Nazi society given in Source A. For instance A suggests that Nazi society was united and provided opportunities for all. However Source B, shows that women were deprived of opportunities.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, Source C contradicts the view of society in Source A that the Nazis provided greater opportunities for all the people of Germany.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view of Nazi society. There will be comments on the nature of a memoir from a visiting English student and the viewpoint of an academic historian.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding Nazi society. The obvious contradiction between the sources will be discussed in detail.</p> <p>The authorship of each source will be discussed in context. Answers will discuss the standpoint of each author, one an example of an English student's memoir. Candidates might speculate about the nature of the experiences of the daughter of the American ambassador. They might speculate as to whether or not she was in a position to present a balanced viewpoint or was she just describing a limited experience. There should be clear discussion of why Source C contradicts the view of Source A. There should also be some comment on the veracity of a personal memoir in the same year as the outbreak of war in 1939 and the balanced view of an historian writing with hindsight in a specialist book on Nazi society. Some candidates may be aware of the critique of Schoenbaum's views in the so called revolution in Germany arguing that there was more of a social reaction. This would exemplify in the lack of opportunities for women displayed in Source C.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source A.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the source set</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to each a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Nazi Germany between 1933-39?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of Nazi Germany. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in understanding certain aspects Nazi Germany such as foreign policy; the role of women with regard to education and propaganda and work. There will be a reference to limitations of coverage, with many key issues not referred to such as social, religious and racial policy; indoctrination.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, the sources do a good job in covering some of the key areas of foreign policy such as relations with Italy and the Soviet Union; some reference to social policy in terms of the role of women. However there are obvious limitations such as a lack of coverage regarding many aspects of social and religious policy; features of the political system such as the SS; SD; the establishment of the dictatorship; economic policy or other aspects of foreign policy. There will be some meaningful source evaluation which considers the origins and purpose of the sources.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>