



AS/AL HISTORY

MARKING SCHEME

PERIOD STUDY 1

UNIT HY 4

JANUARY 2013

**ASPECTS OF THE HISTORY OF WALES AND
ENGLAND, c.1483-1603
1234/01**

SECTION A

Question 1	Crown, Council and Parliament in the reign of Elizabeth, 1558-1603	40 Marks
<p>‘The most significant development in government during the reign of Elizabeth was the role played by Parliament in national affairs.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the role of parliament and/or government in general.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will focus on a discussion of Parliament’s power and authority stating that it was, arguably, more influential if not powerful in 1603 as it had been in 1558. They might discuss the role of the Privy Council but not link it directly to the question. Although the PC did largely control the business of government, it did not control the Crown in spite of attempts to do so.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will likely focus on a discussion of Parliament’s power and authority arguing that its financial muscle added to its growing influence in national affairs. However, candidates should seek to challenge this assumption by exploring the role and influence of the PC and the declining financial strength of the Crown. They will likely say that the Crown became dependent on parliamentary finance and its ability to enact laws. However, the Crown still had the power to block legislation, pressure individual MPs and even to arrest and imprison those who challenged or opposed its authority. Candidates might argue that the most significant development in government was the increasingly dominant role played by the PC.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the most significant development in government during the reign of Elizabeth was the role played by Parliament in national affairs. Candidates should debate the issue by suggesting that though Parliament increased the significance of its role in national affairs (mainly financial) it never dominated nor could it since the majority of MPs were not united but rather divided by rivalry. Candidates might argue that the most significant development in government was the rise of the PC or the apparent decline in the authority of the Crown.</p>		

Question 2	Mary Stuart and England's relations with the Catholic Powers, 1568-88	40 Marks
<p>To what extent did the execution of Mary, Queen of Scots, have the greatest impact on relations between England and the Catholic powers in the period 1568-88?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the circumstances surrounding the execution of Mary, Queen of Scots and/or the relations between England and the Catholic powers in the period 1568-88.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates are likely to suggest that Mary's execution was an event of enormous importance and cite the launching of the Armada to support their argument. They will be aware of a link between Mary's execution and the religious differences that divided England and her continental neighbours and the harm this caused to England's foreign relations but will likely not explore this in any detail.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will focus on weighing up the impact that Mary's execution made to harming England's relations with the Catholic powers. The execution of a Catholic monarch by a Protestant was bound to increase tension between England and the Catholic powers but they had not done anything to help free Mary in nearly two decades of imprisonment. The Armada came at the end of the period and was more opportunistic than planned as revenge for Mary. The execution was an excuse rather than a cause. More significant was the Pope's excommunication of Elizabeth and the encouraging of plots against her and of catholic rebellion in England. Candidates should broaden their discussion by evaluating the other factors that harmed England's relations with the Catholic powers such as the imprisonment of Mary Queen of Scots and the harsh treatment meted out to English Catholics who refused to conform to the state's religious policies. On the other hand, the imprisonment of Mary was a convenient excuse to criticize Elizabeth and England but no more. No invasion was launched to rescue her and trade between England and the Catholic powers continued largely uninterrupted until the late 1570s.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the execution of Mary Stuart had the greatest impact on relations between England and the Catholic powers or were other factors equally important such as anger at the harsh treatment of English Catholics or the Pope's reaction to Elizabeth's religious policy. Candidates should give due consideration to the fact that England's relations with France remained cordial throughout this period.</p>		

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

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

SECTION B

Question 1	Poverty, Vagrancy and the poor in Wales and England, 1483-1603	40 Marks
<p>‘Tudor governments were more concerned to repress rather than relieve poverty and vagrancy.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the relief of poverty and vagrancy.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</p> <p>There will be some attempt to cover the set period. Candidates will likely show an awareness of the government’s concern at but lack of understanding of poverty and vagrancy but they may concentrate too much on this issue to the exclusion other factors.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will likely show an awareness of the role played by the extensive legislation passed by the government between 1495 and 1601 to deal with poverty and vagrancy. Candidates should be able to unpick the terms of the legislation to show that the issue is not so clear cut. The government wavered between repression and relief depending on external factors such as rebellion or bad harvests. Candidates could argue that there was a general shift in attitude towards the relief rather simply the repression of the poor but vagrants remained a target for harsh penalties.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which governments were more concerned to repress rather than relieve the poor and vagrants. Governments were certainly more sympathetic and understanding towards the end of the century than at the beginning. However, the legislation witnessed a mixture of repressive and relieving measures passed throughout the period. Candidates must decide whether, on balance, the government was more concerned to repress rather than relieve the poor and vagrants. Candidates might separate the poor from the vagrants to support their arguments.</p>		

Question 2	Tudor Foreign Policy, 1483-1603	40 Marks
<p>‘Tudor foreign policy was mainly determined by religious considerations in this period.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of the main features of Tudor foreign policy.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period. Candidates will likely concentrate on discussing Tudor foreign policy as a whole with perhaps some reference to general religious issues/problems such as the information and religious tension between a protestant England (1547-53 and 1558-1603) and Catholic Europe. However, candidates may not necessarily evaluate the question but concentrate on describing the key political and religious considerations that shaped England’s relations with European powers.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will show that religious policies and conflict such as the Reformation, plots against Elizabeth, the imprisonment and execution of a Catholic monarch and anti-Catholic laws had a significant impact on England’s foreign policy. The desire to establish and defend Protestantism after 1547 did contribute to the shaping of Tudor foreign policy but other issues such as political alliances, support for exiles (Henry VII), economic and colonial rivalry in the New world should also be considered.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which religious considerations influenced Tudor foreign policy when compared to England’s political and commercial relations with Scotland, France, Spain and the Empire. The situation was far more complex and the relationship between England and her continental neighbours varied over time. Religion was not a major issue before the Reformation beginning in the 1520s.</p>		

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

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

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



ASIAL HISTORY

MARKING SCHEME

PERIOD STUDY 2

UNIT HY 4

JANUARY 2013

**ASPECTS OF THE HISTORY OF WALES AND
ENGLAND, c.1603-1715
1234/02**

SECTION A

Question 1	England's relations with Ireland, Scotland and Wales, c.1603-1649	40 Marks
<p>To what extent were England's relations with Ireland, Scotland and Wales, mainly influenced by religion in the period between 1603 and 1649?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of England's relations with Ireland, Scotland and Wales.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will attempt to evaluate the impact of religion on England's relations with Ireland, Scotland and Wales without necessarily coming to a judgement.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates must compare and evaluate the influence of religion on England's relations with the constituent parts of the UK. Religion certainly played a significant part in shaping England's relations with Ireland and Scotland. The Bishops' Wars and Irish rebellion were consequences of royal religious policy. The increasing unpopularity of Laud and his policies caused tension in Wales alongside Ireland and Scotland. However, there were other factors that influenced England's relations such as economic and governmental policy. The plantations in Ulster and attempts to control the Scottish parliament added to the tension.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether England's relations with Ireland, Scotland and Wales were mainly influenced by religious considerations. Political rivalry, economic problems and rebellion were equally influential. The increasingly Anglo-centric monarchy in the person of James and Charles I also contributed to straining England's relations with Scotland and Ireland.</p>		

Question 2	James II, the glorious Revolution and Party Politics, c.1685-1715.	40 Marks
<p>To what extent was the accession of William and Mary the most significant development in politics and religion in the period between 1685 - 1715?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of developments in politics and religion and/or the accession of William and Mary.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might suggest that since the accession of Mary and William was a result of revolution it must be of some significance. They may not properly evaluate the extent to which the accession contributed to (i) a re-structuring of the British political system including the balance of power between Parliament and the Crown (ii) the banishment of Catholicism and firm establishment of Protestantism.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates must evaluate the significance of William and Mary against other developments in politics and religion such as the subtle shift in the relative positions of the Monarchy and Parliament after, and as a result of, the Bill of Rights. The development of Parliament and party politics might be put forward as development of greater significance. On the other hand parliament's invitation to William and Mary to become joint rulers showed its weakness and dependence on monarchy. Parliament seemed unable to rule without a king/queen.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the accession of Mary and William was the most significant development in politics and religion. Candidates might argue that the Bill of Rights was an event that led to significant political and constitutional developments. They might also discuss the impact of the accession on government particularly the relationship between the legislature and the executive.</p>		

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

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

SECTION B

Question 1	Crime, Disorder and Protest, c. 1603-1715	40 Marks
<p>‘The most significant cause of crime, disorder and protest in the period between 1603 and 1715 was economic depression.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the growth in protest and disorder and/or economic problems during the period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period. Candidates might focus on the growth of protest and disorder without fully evaluating the contribution made by economic depression in terms of rising food prices, inflation or unemployment. Some candidates might focus on other issues such as anger and opposition to the Crown but without fully evaluating the main factor.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates should evaluate the contribution that economic depression made to the growth of protest and disorder alongside other causes such as war, collapse of law and order in some war torn counties, opposition to the power of the Crown through its flagrant abuse of its royal prerogative, decline in the moral power of the church, hunger/famine and spread of radical ideas.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which economic depression was mainly responsible for the growth in crime, protest and disorder. Candidates will note that the period did not witness continued economic depression throughout the period. There were times of prosperity.</p>		

Question 2	England's changing relations with foreign powers, c.1603-1715	40 Marks
<p>'England's relationship with foreign powers in this period was mainly determined by economic considerations.' Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of England's relations with foreign powers and/or economic considerations.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to cover the set period. Candidates may simply concentrate on England's economic and commercial policies with continental Europe without considering the wider political and military issues that contributed to change eg. the marriage policies of James and Charles I, the impact of the Civil wars or the rise of the Dutch and the Spanish empire.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates should focus on the phrase <i>mainly determined</i> and relate this to the factors that influenced England's relations with foreign powers. The French and Dutch had enjoyed a generally good economic and political relationship with England during the first half of the period.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which England's relationship with foreign powers was influenced by economic considerations such as trade and commercial rivalry. The civil and the establishment of the republic under Cromwell did as much as England's growing naval and military power to influence her relationship with foreign powers such as the Netherlands and Spain. Colonial rivalry was also a potent factor at this time.</p>		

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

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

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



ASIAL HISTORY

MARKING SCHEME

PERIOD STUDY 3

UNIT HY 4

JANUARY 2013

**ASPECTS OF THE HISTORY OF WALES AND
ENGLAND c. 1780-1886**

1234/03

SECTION A

Question 1	The Conservatives in the age of Peel and Disraeli, 1834-1880	40 Marks
<p>“Peel’s greatest achievement between 1834-1846 was the repeal of the Corn Laws.”Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Peel’s achievements 1834-1846.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. They will suggest that Peel’s main achievement was the repeal of the Corn Laws.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Peel’s achievement in terms of the Tamworth manifesto, the approach to reform, the rebuilding of party organisation and the achievements of 1841-6 ministry will be set against the repeal of the Corn Laws.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the repeal of the Com Laws was Peel’s outstanding achievement. A good range of alternatives will be considered at this level. They may consider that Peel’s alleged transformation of the Conservative party was exaggerated and his reforms were primarily financial. He had a reputation of a reluctant social reformer at the time.</p>		

Question 2	The development of Liberalism, 1846-1886	40 Marks
<p>“The attempt to achieve Home Rule for Ireland was without doubt the biggest mistake of Gladstone’s career.” Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Gladstone’s ministry 1868-74.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers might suggest uncritically that Home Rule was his biggest mistake.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will consider the merits or otherwise of the decision to pursue Home Rule. This will be compared with other key decisions - the decision to stick with the Peelites, the financial record as Chancellor and the achievement of the first and second ministries as counterpoints.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Home Rule was Gladstone’s biggest mistake. Answers at this level will deal explicitly with the reasons why Home Rule could or could not be considered his biggest mistake.</p>		

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

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

SECTION B

Question 1	Social Reform, 1780-1886	40 Marks
<p>To what extent was outrage about the effects of industrialisation the most powerful influence upon social reform in the period 1780-1886?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of social reform in the nineteenth century</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. They will suggest that social reform was mainly caused by outrage about the effects of industrialisation. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates need to analyse the impact of humanitarian concerns compared to the reports of the Royal Commissions, the utilitarian agenda particularly that of Edwin Chadwick and the influence of political parties. Candidates should offer an overview of the period which demonstrates that they understand the political, social, economic and religious influences on reform in the nineteenth century.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which outrage about the effects of industrialisation was the most powerful influence upon social reform. Candidates will offer a sophisticated overview of the period and present a balanced assessment of the significance of outrage about the effects of industrialisation.</p>		

Question 2	Parliamentary reform, 1780-1886	40 Marks
<p>“Political opportunism was the most important factor affecting parliamentary reform in the period 1780-1886.” Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of parliamentary reform in the nineteenth century.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. They may agree with the quotation that Parliamentary reform only came about due to political opportunism.</p> <p>There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. The flexibility of the ruling classes in managing the 1830-32 crisis in particular will be assessed. Candidates will discuss the campaign for parliamentary reform and the argument over the representation of industrial towns. The impact of the industrial revolution and population changes should be assessed. Alternative factors include the motivation of the Whigs in 1830-32 and Disraeli in 1867, the fear of revolution and the mid nineteenth revival of radicalism. The latter were important issues for the ruling classes.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the role of political opportunism was an important factor. They may consider that the 1884-5 reforms were basically a stitch up between the two main political parties. The same content in L3 answers will be required but there will be a sophisticated overview of the period and a balanced assessment of the motivation behind parliamentary reform.</p>		

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

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

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



ASIAL HISTORY

MARKING SCHEME

PERIOD STUDY 4

UNIT HY 4

JANUARY 2013

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

1234/04

SECTION A

Question 1	Depression and Austerity, 1929-1951	40 Marks
<p>How successful were the Labour governments of 1945-1951 in solving the problems facing Britain?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p>		
<p>Answers will be an unfocussed or descriptive account of the Labour reforms of 1945-51. There will be some unfocussed narrative on the period mostly dealing with underdeveloped generalisations.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p>		
<p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to discuss the idea that there were some successes but there will be little or any development through evaluation of other alternative possibilities.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p>		
<p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. There will be an attempt to discuss whether the Labour governments successfully solved the problems of Britain or whether they went far enough in alleviating the problems faced by people and society in post-war Britain.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p>		
<p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the Labour governments successfully solved the problems facing Britain. Candidates will provide a balanced account of the whole period and will develop a substantiated debate considering changes in the period and their effects on society.</p>		

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

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

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

SECTION B

Question 1	Social Reform, 1880-1980	40 Marks
<p>To what extent was the impact of war mainly responsible for social reform in the period 1880-1980?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of issues relating to social reform between 1880-1980.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates at this level may suggest that the impact of war was mainly responsible for social reform, and may well mention some other contributory factors. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will discuss the impact of war set against other issues which may, or may not have been mainly responsible in bringing about social reform.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the impact of war was mainly responsible for social reform 1880-1980. Candidates will provide a sustained evaluation considering attitudes to social reform at the turn of the century, social reforms pre 1914, the effects of the inter-war depression, Labour government 1945-5 and issues facing the welfare state after 1945.</p>		

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

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

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

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



AS/AL HISTORY

MARKING SCHEME

PERIOD STUDY 5

UNIT HY 4

JANUARY 2013

**ASPECTS OF THE HISTORY OF EUROPE, c.1515-1621
1234/05**

SECTION A

Question 1	The reign of Philip II, 1556-1598	40 Marks
<p>To what extent was Phillip II's inheritance the greatest challenge of his reign, 1556-1598?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the reign of Phillip II.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates may well discuss his inheritance as Phillips greatest challenge. Charles V had left him with a large empire to rule and a royal treasury near bankruptcy.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Consideration will be given to the nature of Philip's inheritance and the challenge it presented to him. Discussion will be attempted on the significance of other challenges for Philip II, such as the rule of the New world, government of the Netherlands, Anglo Spanish relations, centralisation and administration of Spain and support for Catholicism.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Philip's inheritance from Charles V was his greatest challenge. Discussion of this inheritance in should be evaluative and supported by specific relevant historical knowledge. The nature of the inheritance in political, religious and economic terms and the near bankruptcy of the large Spanish Empire should be examined. This should be balanced by the consideration of Philip's challenges in the Netherlands, the Iberian peninsula, with England, the Ottomans and the New World.</p>		

Question 2	France, 1562-1610	40 Marks
<p>“Noble faction was the most important cause of the French Wars of Religion.” Discuss</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of noble faction in the French wars of Religion.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates may well discuss noble faction as a cause of the French Wars of Religion and offer some generalised statements on the significance or not of this cause of the conflict.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Consideration will be given to the importance of noble faction as a cause in the long and protracted religious conflict known as the French Wars of Religion. Discussion will be attempted on the significance of religious faction in France, the weakness of the monarchy under the control of Catherine de Medici and the ascension of a Bourbon king who had converted to Catholicism as causes of the long civil wars in France in the period 1562-1610.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether noble faction amongst such families as the Guise, the Montmorencys and the Bourbons was the most important cause of the religious conflict in France in the period 1562-1610. This should be evaluated and supported by specific and relevant historical knowledge and should be balanced by a consideration of the importance of other factors such as religious faction, a weak monarchy and the ascension of Henry of Navarre in the development of religious conflict.</p>		

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

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

SECTION B

Question 1	Political and religious change in Europe, 1515-1621	40 Marks
<p>To what extent was renaissance monarchy mainly responsible for change in Europe in the period 1515-1621.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of renaissance monarchy in the period 1515-1621.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Consideration will be given to renaissance monarchy as a cause of change in Europe, 1515-1621. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will consider both the political and religious changes which shaped 16th century Europe. Consideration will be given to such political factors as Imperial power, the threat of the Ottoman Empire and the Protestant and Catholic Reformations. An attempt will be made to balance this against changes presented by renaissance monarchy.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which renaissance monarchy was the main cause of change in Europe between 1515-1621. Consideration having been given to the influence of renaissance monarchy in bringing about change this then needs to be set against other aspects of change in the sixteenth century. Developments such as the discovery, conquest and exploitation of the New World, the formation of an alliance which defeated the Ottomans at Lepanto, the dominance of the Hapsburgs and Spain in the period and the dramatic establishment and development of Protestantism in Europe should be considered as significant aspects of change over the period as a whole.</p>		

Question 2	Spain and Europe, 1515-1621	40 Marks
<p>To what extent did Spain's support of the Catholic Reformation have the most significant impact on her relationship with Europe in the period 1516-1621?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of Spain's support of the Catholic Reformation.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Consideration will be given to Spain's support of the catholic Reformation as a major influence on Spain's relationship with Europe during the reigns of Charles V, Philip II and Phillip III. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will consider the impact of the Catholic Reformation as a consideration in Spain's dealings with Europe in this period and will consider both Spain's religious leadership, opposition to the Protestant Reformation and supporting the Catholic Reformation in Europe with, in particular, Charles V's and Philip II's championship of Catholicism. Candidates will consider other issues which could be classed as factors which influenced Spain's relationship with Europe such as political conflict with the Valois, the Ottomans, the Papal states, the Princes in Germany, the Netherlands and Anglo Spanish conflict.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which support for the Catholic Reformation was the most important aspect of Spain's relationship with Europe in the period 1516-1621.</p>		

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

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

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



AS/AL HISTORY

MARKING SCHEME

PERIOD STUDY 6

UNIT HY 4

JANUARY 2013

**ASPECTS OF THE HISTORY OF EUROPE, c.1696-1815
1234/06**

SECTION A

Question 1	Catherine the Great, 1762-1796	40 Marks
<p>To what extent can Catherine the Great be considered a successful ruler of Russia?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Russia during the reign of Catherine the great. There will be some attempt to provide a very general and superficial account of selected events from the reign of Catherine the Great. It is unlikely that any real evaluation of whether she could be considered a successful ruler of Russia will be considered.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on whether and to what extent Catherine the Great can be considered a successful ruler of Russia. This may be a considered and a limited range of content provided which touches upon aspects of her rule which could be determined as successful such as her foreign policy. The judgement will be weak and there will be little attempt to sustain it throughout the question.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will focus on the extent to which Catherine the Great can be considered a successful ruler of Russia. Accounts of the reign will clearly weigh up her policies within the context of success or otherwise. There will be some exploration of what constituted successful rule at this time. Catherine did oversee an expansion of the state and several structural reforms could be deemed successful. Candidates can be expected to discuss such policy areas as serfdom and administrative/legal reforms. There will be an attempt to provide a balanced response.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether, the extent to which Catherine the Great's rule can be considered successful. A fully integrated response will be seen which considers areas where her rule could be considered successful such as her foreign policy (particularly the partitions of Poland) and relations with the church which she brought under the influence of the state. Mention of her education initiatives may also contribute to any evaluation of Catherine being a successful ruler. Some of her policies were less than successful - her attitude to the serfs at one end of the social scale and the nobility at the other, may also promote discussion. A range of policies will be analysed carefully and weighed against what might constitute the concept of success - stability, prosperity, expansion. Among these will be her policy towards the nobility and domestic reforms.</p>		

Question 2	Commercial and colonial rivalry, 1750-1815	40 Marks
<p>‘Establishing commercial supremacy was the main reason for the rivalry between Prussia and Russia in the Baltic between 1750-1815’. Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the rivalry between Prussia and Russia in the Baltic. There will be some attempt to provide a very general and superficial account of the nature of the rivalry between the two countries during this period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on whether rivalry between Prussia and Russia in the Baltic during this period was mainly about establishing commercial supremacy. Descriptions of the rivalry will tend to dominate the accounts. The judgement will be weak and there will be little attempt to sustain it throughout the question.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will focus on whether the rivalry between Prussia and Russia in the Baltic during this period was mainly about seeking to establish commercial supremacy. They will explore the nature of the relationship and cite examples where the rivalry was clearly about other factors such as securing either countries strategic interest. Accounts will include, in varying degrees other possible causes of tension. Candidates may well touch upon the partitions of Poland to support an argument that challenges the question. There will be an attempt to sustain the judgement through a balanced response.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the rivalry which existed between Prussia and Russia in the Baltic during this period was mainly about establishing commercial supremacy. While there was clearly an element to support the view in the question, it is expected that the key phrase ‘main reason’ will be challenged in a consistent way. As both countries became drawn into the war with France following the revolution other factors started to emerge namely the aim of securing the partition of Poland. For a brief period rivalries were set aside in a common goal of checking the advance of revolutionary ideals. There will be a clear attempt to explore all facets of the rivalry. A sustained argument will consider in detail other issues.</p>		

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

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

SECTION B

Question 1	France, 1715-1815	40 Marks
<p>‘War was the most significant influence on France during the period 1715-1815’. Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of France between 1715-1815. There will be some attempt to provide a very general and superficial account of how France was involved in several wars during this period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on the extent to which war was the most significant influence on France during the period 1715-1815. The responses may well simply list the wars which France was involved in from the War of Austrian Succession to the Napoleonic War in a chronological fashion. Narrative will tend to dominate the accounts with the occasional reference to the influence of the wars on society. The judgement will be weak and there will be little attempt to sustain it throughout the question. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will focus on the extent to which war was the most significant influence on France during the period 1715-1815. They will consider the influence of possibly a selection of wars. Accounts of other significant developments such as the overthrow of the ancient regime and/or the emergence of Napoleon will be provided in an attempt to address the question. There will be some deviation and lapses but candidates will confront the issues and pose alternative views - such as the emergence of democratic republicanism or cultural initiatives. There will be an attempt to sustain the judgement through a balanced response.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which war was the most significant influence on France during the period 1715-815. Candidates will focus clearly on the key phrase - <i>the most significant influence</i>. They will seek to challenge this view by presenting in a coherent and integrated response a range of alternative factors - such as the overthrow of the monarchy or the emergence of Napoleon and his Empire as other options. Few events can have unleashed a greater impact than the French Revolution which although it led in 1792 to the start of the most prolonged and devastating war in modern European history to that point, it also unleashed other forces - republicanism and nationalism - the concept of the nation in arms</p>		

Question 2	Great Power rivalry, 1696-1815	40 Marks
<p>To what extent was fear of France the most important factor in explaining Great Power rivalry, 1696 and 1815?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of the rivalry between the European great powers during this period. Accounts will tend to be general and superficial with significant omissions.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on the extent to which fear of France was the most important factor in explaining great power rivalry during the period 1696-1815. Most of the content will be narrative, possibly consisting of a list of some factors which provoked great power rivalry one of which may have involved France, in largely chronological fashion. There will be little focus on the notion that this rivalry was prompted by fear of France. The judgement will be weak and there will be little attempt to sustain it throughout the question. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will focus on whether fear of France was the most important factor in explaining great power rivalry between 1696 -1815. A clear emphasis will be placed on the key phrase 'the most important factor' and this will be reflected in the responses. Balanced accounts will support the view while fear of France was an important factor as it was the most powerful state in Europe there were also other motivational factors at work. While fear of France and deep suspicion of her interests may have lain behind the war of Spanish Succession this does not help explain the rivalry between Prussia and the Hapsburg Empire where France occupied an almost peripheral role. There will be an attempt to sustain the judgement through a balanced response. Clearly when considering the fear of France the latter part of the period after 1789 might lead to candidates to argue in favour of the view.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which fear of France was the most important factor in explaining great power rivalry between 1696 - 1815. They will question the notion and suggest that great power rivalry was driven by many factors such as seeking territorial expansion in particular areas (Russia challenging Sweden for Supremacy in the Baltic during the Great Northern War) or securing favourable dynastic successions. As the most powerful country in Europe the influence of France was great yet under Louis XV and XVI neither had the power of their predecessor. Challenging French expansionist power after war broke out in 1792 would clearly support the view. They will consider the key phrase 'the most important factor' and will argue accordingly. While this was clearly a concern which lay behind some conflicts (war of Spanish Succession) there were other issues such as commercial and industrial rivalry and the changing fortunes of rulers. With the outbreak of the French Revolution and the subsequent revolutionary and Napoleonic wars - 1792 - 1815 thwarting French hegemonic tendencies was a goal common in all coalitions constructed against France.</p>		

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

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

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



AS/AL HISTORY

MARKING SCHEME

PERIOD STUDY 7

UNIT HY 4

JANUARY 2013

**ASPECTS OF THE HISTORY OF EUROPE, 1815-1917
1234/07**

SECTION A

Question 1	France, 1848-1870	40 Marks
<p>‘Napoleon III’s domestic policy was designed more to preserve his own power than to improve the lives of the French people’. Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Napoleon’s regime.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will consider the view that Napoleon’s domestic policy was indeed a cynical attempt to preserve his own authority and power.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will evaluate the extent to which Napoleon III was indeed intent upon preserving his own power. Candidates should focus upon the fact that Napoleon was a hard headed ruthless realist and balance this against the view that he was an idealist who was concerned with the welfare of the French people. Some candidates may focus upon the view that his domestic policy was paternal. Candidates might argue that he provided for the material welfare of the masses. He tried to help the peasant and urban worker with public works, as he was anxious to provide full employment because of his socialist thinking inspired by Saint-Simon. This will be balanced against the view that the authoritarian nature of his regime was paramount including discussion of the limitations of the Legislative assembly, cunning exploitation of plebiscites and press censorship.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not his domestic policy was nothing more than a cynical attempt to preserve his own power. Discussions should consider whether or not he had a paternalist and principled vision of society or whether he was solely concerned with maintaining his own position. He may have created the impression that he wanted to extend political freedom yet his constitution was a compromise. His economic policy did increase prosperity but it was ultimately only skin deep. The paternalism of the regime was little more than sentiment. The relaxation of the new constitution was really a compromise between autocratic rule and parliamentary sovereignty, and he retained considerable powers. The main direction of his economic policy was away from paternalism and protection and towards free trade and the release of capital. He had a pragmatic sense of what he could do and how it would maintain the support of different sections of society.</p>		

Question 2	Russia, 1881-1917	40 Marks
<p>“The Russian Revolution of 1905 was not a very serious threat to the power of the Tsar.” Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Russia in the period 1881-1905.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will agree with the premise of the question and argue that the 1905 revolution was not very serious. Candidates will maintain that the revolution was not serious because of the Tsar remained in power after it.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement about whether or not the revolution was a very serious threat. Candidates may argue that popular unrest arose partly out of military failure and liberal and proletarian objectives coincided. Candidates may argue that prior to defeat in the Russo-Japanese War most sectors of Russian society were in opposition to the state thus it was a serious episode. There will be clear references to the Social Democrats; the Social Revolutionaries and the Liberals. Defeat in the war polarized this latent discontent. They may also argue however, that despite the October Manifesto the Tsar was still in a position to undermine it and the army remained loyal. Candidates will balance this against the view that the fact that the Tsar had made concessions was evidence of the very serious nature of the revolution and the fact that a programme of reform was undertaken in the period 1906-11 is further evidence of the serious nature of the revolution.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the 1905 revolution was a very serious threat. Candidates should provide judgements about the key elements of the 1905 revolution namely: Russification; demands for political and economic reform; peasant problems and the urban working class which meant that it was a serious criticism of the regime. Candidates will also argue that with the issues of the Franchise law and the subsequent Fundamental Laws, the government indicated that it had reasserted its control over the situation so that it was not very serious. This will be balanced against the fact that growing social turmoil had found expression in a revolution and the fact that the Tsar had made concessions revealed the vulnerability of the regime to revolution. A precedent had been set which could be repeated. The fact that there were some striking similarities between the 1905 revolution and the 1917 revolution indicates that 1905 may have been a dress rehearsal for the main event in 1917 and so was very serious.</p>		

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

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

SECTION B

Question 1	International relations, 1815-1914	40 Marks
<p>To what extent was the Eastern Question mainly responsible for creating international tensions in the period 1815-1914?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of international relations 1815-1914.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set by suggesting that the Eastern Question created international tensions in this period. Candidates should examine the development of the Eastern Question in the period and show how it created tensions between the powers. The problem of what to do about the declining power of the Ottoman Empire was a recurring issue in international affairs throughout the period and had serious repercussions on the relations between them. Candidates should refer to a range of issues such as the Greek Revolt, the Crimean war and WW1 as episodes in the Eastern Question.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will make an attempt at an historical overview and evaluate the contribution of the Eastern Question to international tensions in the period whilst balancing the impact of a range of other factors. Candidates will argue that the Eastern Question was a major challenge to the notion of the Great Powers acting collectively as a Concert of Europe. The fate of the Turkish Empire became a source of rivalry and suspicion among the major European Powers because they were unable to agree upon a solution to the problem. In the absence of any such collective agreement the Eastern Question resulted in a series of crises which damaged relations and heightened international tensions. This will be balanced against the impact of the changing balance of power and the range of European alliances which affected the period as well as the peace treaties which punctuated the period. Candidates will examine the way in which the Balkans, liberal and nationalist movements, the outbreak of revolution and political leadership created political insecurity and thus affected international relations and weigh this up against the impact of the Eastern Question.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which or not the Eastern Question was mainly responsible for causing international tensions in the period. Candidates should focus upon the relationship of the powers before, during and following the crises of the Eastern Question. Candidates should examine crises throughout the period of the Greek revolt, Crimean war, Bulgarian Atrocities, Congress of Berlin and WW1. Candidates should evaluate the contribution of the Eastern Question against the role of the individual powers. European rivalry for colonies has been seen by some as merely an extension of rivalry between states in Europe. The question of Balkan nationalism should also be discussed as a vehicle for upsetting the balance of power and thus threatening international stability. Candidates should examine the complexities of the international arena and show that national self-interests were also a determinant in the development of European relations. Political leadership and war were also key elements in the creation of international tensions in the period. Candidates should trace the development of these forces and evaluate their contribution to international tensions.</p>		

Question 2	Germany, 1815-1914	40 Marks
<p>To what extent was political leadership the main factor in the development of Germany in the period 1815-1914?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of the development of Germany in the period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will attempt to form a judgment of the importance of the influence of political leadership on Germany. Candidates should focus upon the impact of nationalist leaders like Bismark or the Kaiser.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic on the extent of political leadership in effecting change in the development of Germany. Candidates should examine the political forces and the impact of individual statesmen and leaders to show how Germany became transformed from a loose confederation into a great power. Candidates will balance this against other factors such as the view that the development of Germany was a by-product of Prussian domination and yet arguably the architect of this was Bismark. The influence of economic factors in the development of Germany will be evaluated against the importance of other factors such as the impact of nationalism and the experience of war. Candidates might argue that political leadership was perhaps the main driving force for the development of Germany.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which political leadership was mainly responsible for the development of Germany in the period. Candidates will attempt to form a judgement of the role of political leadership in the development of Germany in the period. They might argue that the experience of the Napoleonic era of defeat, occupation and liberation politicised Germany. The role of the Confederation might appear as a negative force or regrouped political leadership. Then Bismark engineered a nation state and the Kaiser reinforced and extended the work of Bismark. In this political leadership did influence the development of Germany. This should be balanced and evaluated against the contribution of a range of other factors such as Prussian expansion and the Prussian military class which also influenced the development of Germany. Arguably German nationalism was the key to the development of Germany in this period. This will be evaluated against the impact of war and power politics, the role of individuals or economic progress.</p>		

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

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

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



AS/AL HISTORY

MARKING SCHEME

PERIOD STUDY 8

UNIT HY 4

JANUARY 2013

**ASPECTS OF THE HISTORY OF EUROPE 1878-1989
1234/08**

SECTION A

Question 1	International relations, 1918-1945	40 Marks
<p>“The Rome Berlin Axis agreement of 1936 was the most significant turning point in international relations in the period 1918-1939.” Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of international relations, 1918-1939.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will refer to the impact of the Rome Berlin Axis agreement in the period and reach the conclusion that it was the most significant turning point in international relations.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. As to whether or not the Rome Berlin Axis agreement was the most significant turning point in international relations. Candidates will argue that the Axis agreement redefined international relations; the growing friendship between Italy and Germany meant that the two nations were in a position to dominate Europe and all other powers would revolve around the Axis. The Axis took on wider implications when Italy subscribed to Anti Comintern Pact which presented an united front against Bolshevism. It was a major factor in the collapse of the balance of power in Europe after 1935; it moved Italy out of the orbit of London and Paris. However, candidates will weigh this up against other turning points such as the failure of collective security through the League of Nations, the impact of the Great depression and the Spanish Civil war. Candidates might argue that Russia was the main obstacle to international stability and this led to developments in international relations. This will be measured against the desire of each country to secure what was in its best interests.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the Rome Berlin Axis was the most significant turning point in international relations in the period. Candidates should reach a judgement about whether or not the Axis agreement drove a gulf between Britain, France and Russia. However, more subtle analysis might assert that initially the Axis contained only vague anti-Bolshevik phrases and referred to “a will to collaboration and peace”, and so did not move away from the so called Locarno spirit. However, it led later to full military alliance and led to a further reorientation of European diplomacy. Candidates should evaluate this against other possible turning points in international relations such as the formation of the League of Nations, the Locarno Conference or the Kellog Briand Pact and the Spanish Civil War. Some might even consider the Munich conference or the Non-Aggression Pact of 1939. Candidates should evaluate the extent to which the Axis agreement threatened the diplomatic fabric. Candidates might also explore the nature and extent of Italian foreign policy and show how this affected international relations. Candidates might also examine the isolation of Russia.</p>		

Question 2	International relations, 1945-1989	40 Marks
<p>‘The division of Germany was the main threat to stability in Europe after 1945.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Europe in the period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will consider the view that the division of Germany was the main threat to post-war stability in the period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will evaluate the impact of the division of Germany and weigh up the contribution of other factors against it. Candidates may consider the effects of Potsdam and Yalta in creating international tensions and the division of Germany; the fact that the position of Germany in Europe was a central issue; the first international crisis came in 1948 with the Berlin Airlift and the creation of two German states; the status of Berlin and the Berlin wall; the German question and détente and the new crisis between 1979-85. This will be evaluated against the contribution of other factors such as the question of economic stability and integration, the Cold War, military interdependency, Soviet expansion which affected stability in post war Europe.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the division of Germany was the main threat to stability in the period. Candidates may argue that Europe was at the centre of military and political tension and Germany was at the core of Europe. Candidates may argue that the division of Germany led to the Cold war. The control over this area was to be a cause of continued tensions in the period. This will be evaluated against a range of factors such as the role of the Soviet Union and its leaders and how this led to instability in international relations because of the so called iron curtain which seemed to negate the prospects of the European integration and greater stability and the role of America and so called atomic diplomacy. Furthermore the creation of NATO led to further mutual distrust and misunderstandings and new developments. Some candidates will measure this shared desire for peace and economic reconstruction through different aims.</p>		

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

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

SECTION B

Question 1	Germany, 1878-1989	40 Marks
<p>To what extent was the impact of war the most significant factor in the development of Germany in the period 1878-1989?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the development of Germany in this period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will explore the impact of war upon the development of Germany and argue that this was the most significant factor in the development of Germany.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will explore the extent to which the impact of war influenced the development of Germany. Candidates will examine the development of Weltpolitik and the impact of WWI and WWII; the post war division of Germany; the Cold War and the subsequent reunification. They will then weigh up the influence of war against a range of other issues such as political leadership; German patriotism and nationalism, social and cultural developments. The impact of war and the growth of military power might feature as well as the impact of economic conditions and policies.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the impact of war had the greatest impact upon the development of Germany. Candidates might argue that under Bismarck Germany was a satiated country and so war did not figure as the most significant factor. Candidates may consider the driving forces of Weltpolitik under the Kaiser and the aggressive lebensraum and revisionism of the Weimar and Nazi periods. Military occupation and the impact of the division of Germany into two states as a consequence of WWII; the deployment of troops might well feature as an aspect of the Cold War. All this will be balanced against the idea that the personal power of individual leaders had the greatest impact on, was it Nationalism and patriotism, political ideas, changing attitudes to Germany or economic factors?</p>		

Question 2	Russia, 1881-1989	40 Marks
<p>To what extent was political leadership the most significant factor in the development of Russia in the period 1881-1989?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of Russia in the period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may Candidates will evaluate the impact of political leadership across the period and reach a judgment that changes to the political system and successive leaders had the most significant impact upon Russia in the period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will examine the impact of political leadership but will also consider a range of factors affecting the development of Russia. They will evaluate the impact of political leadership inaugurated by successive rulers. Candidates should discuss the significance of Tsarist rule, the impact of different stages of the Communist revolution through to 1989. This will be evaluated against the significance of other factors such as the impact of the cultural revolution or war; discussion of economic factors should also emerge. The impact upon different groups within society might also emerge in reaching an overall judgement.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which political leadership had the biggest impact upon the development of Russia in the period. Candidates might consider aspects of the modernization and reform as aspects of the development of Russia and structure their answers accordingly. Some might argue that political leadership had a restrictive influence upon the modernization of Russia in the period. Candidates might reach a range of judgements such as the fact that political leadership of Russia was bound to have the greatest impact because it affected the whole country and the standard of living of the people, and furthermore the leaders took Russia into conflict. The inadequacies of Tsarist government led to the reforming zeal unleashed by the 1905 war which led to developments in Russia. WWI led to a revolution. The revolution created a new socialist experiment which inevitably had a significant impact upon Russia in the period. WWII led to the consolidation of Socialism in Russia; the Cold war led to the development of instability. Some subtle analysis may emerge about political leadership Stalin created a fundamentally conservative ethos that was resistant to change and so inhibited the development of the country despite the revolutionary nature of Marxist Leninism! This will be balanced against a range of other factors. Candidates should evaluate the impact of economic policy, which arguably is determined by political leadership; the role of terror and violence across the period international relations and revolution and cultural change.</p>		

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

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

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



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 6

UNIT HY 4

JANUARY 2013

**THE GERMAN REFORMATION, c.1500-1555
1234/09**

Question 1	Charles V and the German Reformation, 1515-1555	40 Marks
<p>To what extent did Charles V have the greatest impact on the German Reformation after 1531?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Charles V's conduct after 1531.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set that Charles' conduct after the setting up of the Princely League in 1531 had the greatest impact in the eventual establishment of the German Reformation.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates might consider that Charles' conduct post 1531 was a major contribution in allowing the Reformation to become established in Germany. However, they might note that Charles V's inability to manage the Lutheran threat effectively started much earlier at Worms in 1521 and also that the Reformation had a momentum of its own which was fuelled by socio/economic as well as religious and political factors in Germany.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Charles' conduct post 1531 significantly impacted on the eventual establishment of the Reformation in Germany. They would include an assessment of the varying significance of other major factors such as Charles' role in the Diet of Worms, the impact of the Peasants War, the emperor's relationship with the Papacy and the calling of a General Council at Trent. Assessment of the relative value of these factors as impacting on the establishment of the Reformation in Germany should be attempted here.</p>		

Question 2	The Peasants War, 1521-1525	40 Marks
<p>“The impact of the Twelve Articles of 1525 was the most important cause of the Peasants War.” Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Peasants War.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set that the main cause of the Peasants’ War was the Twelve Articles of Memmingen, 1525.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will identify the complex causes of the revolt and begin to assess their relative importance. These might include economic, political and social causation.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the Twelve Articles drawn up by the peasants of Memmingen in 1525 and circulated in Germany were the major cause of the Peasants War. They would include an assessment of the varying importance of economic, political and social causation. They might consider that the publication of the Twelve Articles drawn up by only one of the bands or rebels was still acknowledges to be the main manifesto of the peasants and was a most important cause of the revolt. These Articles gave an ideological lead and did create some unity. However, socio-economic causation was perhaps much deeper. These Articles were only one cause of a complicated picture but they were a powerful cause suggesting an appeal to Godly Law. Assessment of the relative value of other causes such as religious appeal and long term socio-economic causation should be explored here.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 7

UNIT HY 4

JANUARY 2013

**THE FRENCH REVOLUTION, 1776-1795
1234/10**

Question 1	The Terror, 1792-1795	40 Marks
<p>To what extent was the Terror mainly concerned with defeating the counter-revolution?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Terror. There will be some attempt to provide a very general and superficial account of events in France following 1789 with at best a very superficial reference to the Terror and possibly some narrative regarding counter-revolution.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on whether the Terror was mainly concerned with defeating the counter-revolution or whether there were other aims. There will be some examination of the context against which the counter-revolution occurred and the various crises facing the republic may be noted but most of this will be narrative. Descriptions of the policies during the Terror will tend to dominate the accounts with possibly some bolt on consideration of the counter-revolution. The judgement will be weak and there will be little attempt to sustain it throughout the answer.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will clearly attempt to engage with the question set. They will focus on whether defeating the counter-revolution was the main concern during the Terror or were there other wider issues at stake. They will suggest that while defeating the counter-revolution was a very important part of the revolutionary government's policy there were other concerns also operating. Attention will be given to the context against which revolutionary government operated. Accounts will in general seek to provide a measured and considered response although there may be some lapse into narrative.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set of the extent to which the Terror was mainly concerned with defeating the counter-revolution or whether there were other agendas operating which some among the CPS in particular were trying to implement. Accounts will provide detail of how some of the more extreme Jacobins were attempting to reshape France by creating a much more egalitarian society - the republic of virtue. They will support this by providing some evidence of laws which were implemented and which might support this - the Laws of Ventose, the Constitution of 1793. They will argue with some conviction that while defeating the counter-revolution was an important priority there were other threats (economic and military) which also had to be confronted. Candidates will focus clearly on the key phrase - mainly concerned. They will note other alternative agendas. A fully sustained balanced argument will permeate the whole response resulting in a clear judgement.</p>		

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

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 8

UNIT HY 4

JANUARY 2013

**THE CRISIS OF THE AMERICAN REPUBLIC c.1848-1877
1234/11**

Question 1	Abraham Lincoln and the Crisis of the Union, 1848-1865	40 Marks
<p>“Abraham Lincoln’s weak leadership was mainly responsible for the outbreak of the Civil War in 1861” Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Abraham Lincoln or the Civil War.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers will focus predominantly on Lincoln’s leadership and may outline some alternative causes of the war without much support.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers should focus on major causes of the Civil War such as the slavery issues, sectional tensions and the election of Lincoln in 1860. Whether Lincoln’s leadership 1860-61 was a major factor has been a matter of debate with some historians accusing him of brinkmanship and others portraying him as a helpless bystander.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Lincoln’s leadership was decisive in causing the outbreak of the Civil war. Answers will involve a sustained judgement on the issues and the factors mentioned in L3 which will be evaluated more convincingly.</p>		

Question 2	Reconstruction, 1863-1877	40 Marks
<p>To what extent were the southern states significantly affected by the experience of reconstruction in the period 1863-77?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the process of reconstruction.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers may accept uncritically the statement in question and relate conditions in the South. An alternative view may be offered without much support.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will clearly evaluate the extent of reconstruction, including the power of white resistance and the failures of republican government in the south, the failure to effectively guarantee black civil rights, corruption and the mixed record on economic reconstruction.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the southern states were actually significantly affected by 1876-77 covering the full range of issues mentioned at L3.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 9

UNIT HY 4

JANUARY 2013

NAZI GERMANY 1933-1945
1234/12

Question 1	Support, opposition and resistance within the Third Reich, 1933-1945	40 Marks
<p>To what extent was the appeal of Nazi policies the main reason for popular support for the regime in the period 1933-45?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the policies of the Third Reich.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will examine the extent to which popular support for the Nazi regime was a result of the appeal of Nazi policies. Candidates will come to some judgement about why different groups within Germany supported the regime.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement about why the German people supported the regime. A crucial element in the popular consent for the regime was the appeal of Nazi policies and the self-interest of those sections of the populations that were attracted to it. Candidates will argue that Germans were impressed by the regime’s apparent achievements in areas such as foreign policy or economic policy. Candidates should examine different groups in society such as the clergy, the army, young people and the middle classes. Candidates might well argue that the attitudes of those groups in society depended upon their experience and position in the society and so this determined whether they supported the regime. This will be balanced against a range of other factors which led to popular support. Some candidates might argue that the regime acted promptly through terror against those who would have offered the most energetic and effective opposition. The role of propaganda should also feature.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the popular support for the Nazi regime was mainly caused by their policies. Many Germans responded positively to their own sectional improvement in terms of self-interest. Many Germans enthusiastically or obediently supported the regime for various reasons such as economic or welfare. Nazi ideas were vague and flexible enough to accommodate widespread support so that National Socialism meant different things to different people. Denunciations were common place and the Gestapo could not have operated effectively without local information. However, support for National Socialism varied in degree and duration, and yet was drawn from all sections of society. All this will be evaluated against the role of propaganda and terror. Candidates should evaluate the question in the context of the validity of the consensus theory as opposed to the seduction and submission theories in relation to popular support for the regime.</p>		

Question 2	Germany: war and defeat, 1939-1945	40 Marks
<p>‘Germany’s success in the war up to 1942 was mainly due to her military and tactical superiority’. Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the course of the Second World War up to 1942. Candidates will refer to events in Poland, France, the Low Countries, Denmark and Norway.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. They will argue that Germany’s success owed more to military and tactical superiority. References will be made to Blitzkrieg. Poland became the first victim of the strategy where mechanized infantry and aerial support were used. The speed and power of the German attack on France and the Low countries. And Operation Barbarossa may be mentioned.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement on the extent to which the military and tactical superiority of Germany led to successes before 1942. Some candidates might argue that the inspired leadership of commanders such as Guderian and Rommel meant that the Wehrmacht enjoyed a distinct advantage. Germany had planned to build more modern weapons whilst the allies laboured under the weight of more obsolete weapons and tactics. Allies were unprepared militarily in 1939 and they were out thought by Germany. Candidates will weigh up the influence of the weakness of the opposition to Germany. Some candidates might argue that in some respects Britain and France also had greater firepower in the period up to 1942 but that they failed to co-ordinate and mobilize that power.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not military and tactical superiority was mainly responsible for German success in the period or whether it was due to military and tactical superiority. The fact that Britain and France adopted a defensive and inactive role and the speed of the victories in France and the Low countries could only be put down to weakness of opponents. Some might argue that they did not go to war at all. This position will be debated against the strengths of Germany. The leadership of Hitler and his generals might feature as will the speed and concentrated power of Blitzkrieg. However, it could be argued that Blitzkrieg was not a coherent military strategy but rather an improvised invasion strategy that was modified. The speed of German success even took the German High Command by surprise. Also, Hitler made tactical errors in this period; for example his preparation for Operation Sea Lion was half hearted and he failed to get air superiority. The effects of the strengths of Germany should be balanced against a range of other factors which affected success. These will include the alliance with Italy; the position of Russia, the attitude of the west or simply good fortune.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 1

UNIT HY 4

JANUARY 2013

**WALES AND THE TUDOR STATE, c.1529-88
1234/13**

Question 1	Economic activity and social change in Wales, c.1534-1588.	40 Marks
<p>To what extent was the creation of landed estates mainly responsible for economic and social change in Wales in the period 1534-1588?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the growth of landed estates and/or economic activity and social change in Wales.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might over-concentrate on the growth and spread of landed estates and see their impact only in economic terms. However, they must begin to see its effects in social terms such as on the lower orders of society who migrated to towns to escape unemployment, poverty and changing patterns of work caused by enclosure, the adoption of pastoral rather than arable farming practices together with rent rises implemented by gentry trying to add to their estates. Candidates may not fully consider other significant developments during this time such as the role of local government, increase in poverty and vagrancy, and changes in Welsh cultural life.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates must evaluate the contribution the creation of landed estates had on the economy and society at large. They must discuss its effects in social terms such as on the lower orders of society who migrated to towns to escape agrarian changes, unemployment and poverty. The changing patterns of work and also the protest and discontent of those caught up in this change should be covered. The development of town and agricultural changes such as enclosures should also be discussed. Candidates must make some effort to evaluate other significant developments during this time such as the role of the gentry, the loss of monastic lands and the unemployment created and changes in Welsh cultural life such as the Anglicisation of the gentry.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the creation of landed estates was primarily responsible for economic and social change in Wales. The growth in trade and industry and urban development and the greater importance of markets and fairs will also figure prominently in answers.</p>		

Question 2	The Elizabethan Church Settlement and religious change in Wales, c.1559-88.E	40 Marks
<p>To what extent did William Morgan make the most important contribution to religious developments in Wales in the period 1559-1588?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the work of William Morgan and/or religious developments.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on the translation work of William Morgan and make simplistic judgements about religious developments such as the Church Settlement, adoption of protestant forms of worship.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should evaluate the contribution William Morgan made to religious developments not simply his valuable work in translating the scriptures but also his spiritual leadership as a bishop of Welsh diocese and his role in government as a member of the Council of Wales and House of Lords. These should be evaluated alongside other factors such as government policy, the Church Settlement, the appointment of talented and capable clergy to lead the Church in Wales and individuals like Richard Davies and William Salesbury. Each of these made important contributions to religious change in Wales.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not William Morgan made the most important contribution to religious developments in Wales or if other factors were equally or more important.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 2

UNIT HY 4

JANUARY 2013

**REBELLION AND REPUBLIC, c.1629-60
1234/14**

Question 1	Personal Rule and conflict with Parliament, c. 1629-1642	40 Marks
<p>To what extent was the Scottish Crisis mainly responsible for Parliament's conflict with the Crown?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Scottish Crisis and /or the Crown's conflict with Parliament.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on the Scottish Crisis - religion and the Bishops' Wars - and make simplistic judgements about the Crown's conflict with Parliament.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should evaluate the contribution the Scottish Crisis had on the Crown's conflict with Parliament alongside other factors such as the King's personality/actions, divine right, argument over religious policy, finance, assertiveness of parliament/MPs and the Irish rebellion.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the influence of the Scottish Crisis, and the way in which it led to war, was mainly responsible for the Crown's conflict with Parliament.</p>		

Question 2	Cromwell and the Interregnum, c. 1649-1660	40 Marks
<p>'The period of the Interregnum witnessed far more failures than successes.' Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Cromwell's period in power and/or the key events of the interregnum.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on the rule of Cromwell and make simplistic judgements about his successes and failures in the period of the Interregnum. The failure of the Rump and barebones parliaments might dominate the discussion.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should identify and evaluate the key events that succeeded or failed such as the failure of parliamentary government and the rule of the Major Generals and successes in establishing the republic, restoration of law and order, the commonwealth and the introduction of religious toleration.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the period of the Interregnum witnessed far more failures than successes.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 3

UNIT HY 4

JANUARY 2013

**REFORM AND PROTEST IN WALES AND
ENGLAND C.1830-1848**

1234/15

Question 1	Peel and Reform, 1834-1846	40 Marks
<p>“Peel’s reputation as a reformer in the period 1834-1846 is undeserved”. Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Peel and reform between 1834-1846.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers may have a limited judgement on Peel’s record as a reformer.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will consider Peel’s record on reform - his Tamworth manifesto and support for the Poor Law Amendment Act. His success in transforming the party to a moderate reform position should be assessed as well as the reform record of 1841-6 ministry.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Peel’s reputation as a reformer is undeserved. Answers will involve a sustained judgement on this issue. In addition to the L3 material they might consider in more depth the emphasis of the 1841-46 reforms and that the repeal of the Corn Laws was the most fundamental reform of all and that Peel’s reputation is deserved.</p>		

Question 2	The period of Rebecca, 1839-1843	40 Marks
<p>To what extent was resentment against landowners the main grievance of the Rebecca rioters?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Rebecca riots.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers might suggest uncritically that resentment against landowners was the main grievance of the Rebecca rioters.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will consider whether the Rebecca riots were the result of resentment against landowners. Comparative factors such as tollgates, the New Poor Law and the problems of poverty and depression will be considered.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the riots were mainly influenced by resentment against landowners. There will be a substantial judgement on this as well as the motives behind Rebecca. Better answers might consider the economic background to Rebecca and the way in which cycles of depression and poverty were influential.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 4

UNIT HY 4

JANUARY 2013

**CHANGE AND CONFLICT IN WALES, 1900-1914
1234/16**

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

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

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 5

UNIT HY 4

JANUARY 2013

BRITAIN, 1929-1939
1234/17

Question 1	British foreign policy, 1929-1939	40 Marks
<p>‘British foreign policy was mainly characterised by failure in the period 1929-1939.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of British foreign policy 1929-1939 with very general reference to the actual question set.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will discuss British foreign policy as being a failure and may well suggest other possible views.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will discuss whether British foreign policy was, or was not, a failure when set against other interpretations. There was also success in protecting the empire and Britain’s economy and further interests. There was also success in re-arming.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether British foreign policy was, or was not, mainly characterised by failure during the period 1929-1939. Candidates will produce a substantiated response considering possible successes in avoiding conflict, re-arming issues, working with other countries and responding to legitimate grievances.</p>		

Question 2	Depression and recovery, 1933-1939	40 Marks
<p>‘Government reaction to the depression of the 1930s was mostly harsh and ineffectual.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the depression years. There will be some unfocussed narrative on the period mostly dealing with underdeveloped generalisations.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to describe government policy in the period as harsh or ineffectual but there will be little or any development through evaluation of other alternative explanations.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. There will be an attempt to discuss whether government reaction during these times was harsh or ineffectual in view of other possible issues - government reaction to unemployment, means testing, hunger marches, limited legislation, special areas, response to minority parties and other political solutions, offered to relieve suffering.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether government can be criticised for its response to the climate of the time. Candidates will provide a balanced account of the whole period and will develop a substantiated debate considering political, social reaction and legislation during the 1930s.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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