



GCE MARKING SCHEME

**HISTORY - HY1
AS/Advanced**

JANUARY 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2014 examination in GCE HISTORY - HY1. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

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GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY1

PERIOD STUDY 1

**ASPECTS OF THE HISTORY OF WALES AND
ENGLAND c.1483 - 1603**

1231/01

GCE HISTORY

MARK SCHEME

UNIT HY1

PERIOD STUDY 1

ASPECTS OF THE HISTORY OF WALES AND ENGLAND c.1483-1603

Part (a)

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

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Acts of Union of 1536 and 1543 were passed.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Acts of Union were passed. Some of the issues to consider may include:

- to restore law and order to a lawless Wales
- to reform and establish a single system of government for England and Wales
- the Crown's desire to enhance and extend its control over Wales in case of a foreign invasion
- to establish parliamentary representation in the Principality

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Protestants were persecuted during the reign of Mary I.

Candidates are expected to show understanding of the inter-relationship of the reasons why Protestants were persecuted during the reign of Mary I. Some of the issues to consider may include:

- Mary was a staunch Roman Catholic
- Mary was a ruthless opponent of Protestantism
- Protestants were viewed as heretics so it was the queen's duty to destroy them
- it was part of the Europe-wide Catholic Counter-Reformation
- the need to destroy potential opposition to the marriage and political alliance with Spain
- the religious/ideological arguments put forward by Mary's advisers

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why religion was a cause of rebellion in this period.

Candidates are expected to show understanding of the inter-relationship of the reasons why religion was a cause of rebellion in this period. Some of the issues to consider may include:

- the increasingly bitter rivalry between Catholics and Protestants
- reluctance to fully accept break with Rome
- Protestant rebels against a Catholic queen and government (Mary I)/ Catholic rebels against a Protestant Queen Elizabeth I
- anger at dissolution of monasteries
- resentment of changes to church services and nature of worship

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why poverty became a problem for governments during this period.

Candidates are expected to show understanding of the inter-relationship of the reasons why poverty became a problem for government during the period. Some of the issues to consider may include:

- decline in industry and the agricultural sector of the economy
- rising unemployment
- idle men resorting to protesting and rebelling
- growth in crime
- increase in vagrancy

Part (b)

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

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the increasing power of Parliament the most significant development in politics and government in the period 1483 - 1543?

Candidates are expected to reach a substantiated and supported judgement about whether the increasing power of parliament was the most significant development in politics and government in the period 1483 - 1543.

The significance of the increasing power of Parliament should be analysed and evaluated in relation to issues such as:

- the use of Parliament made by Henry VII to confirm his legitimacy and enhance his authority
- the raising of revenue to fund an ever increasing government machine
- effecting the break with Rome by Parliamentary statute
- affecting the relationship between Parliament and the crown

The significance of the increasing power of Parliament should be evaluated against other developments in government and politics in the period. Some of the developments to discuss may include:

- financial and bureaucratic reforms such as the creation of new department of state - court of augmentations - and reorganisation of existing departments - court of wards
- the reform and reorganisation of regional/ local government in Wales and in the North
- constitutional reform and the relationship between church and state
- the role of the monarchy/ crown

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the dissolution of the monasteries the most important of the religious changes in the period 1529 - 1570?

Candidates are expected to reach a substantiated and supported judgement about whether the dissolution of the monasteries was the most important of the religious changes in the period 1529 - 1570.

The importance of the dissolution of the monasteries should be analysed and evaluated in relation to issues such as:

- the Act of Supremacy and the Acts of Dissolution passed by Parliament
- the need to destroy potential opposition by those who professed obedience to the Pope
- the opportunity to gain financially by confiscating land and property
- the dismantling of the Catholic Church
- taking the first unintentional steps towards Protestantism

The importance of the dissolution of the monasteries should be evaluated against other changes in religion in the period. Some of the changes to discuss may include:

- the break with Rome and the Henry VIII becoming head of the Church
- the impact of the European Reformation
- the translation of the Scriptures
- the dissolution of the chantries
- the religious legislation passed in Edward VI's Parliaments
- the counter-reformation of Mary I
- the Elizabethan Church Settlement

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was poor leadership mainly responsible for the failure of Tudor rebellions in the period 1529 - 1569?

Candidates are expected to reach a substantiated and supported judgement about whether poor leadership was mainly responsible for the failure of rebellions in the period 1529-1569.

The significance of poor leadership should be analysed and evaluated in relation to issues such as:

- the failure to construct a coherent plan of campaign
- the failure to properly set out objectives
- the failure to negotiate effectively with Crown and its representatives
- the failure to organise and provide adequate food and shelter for rebels

The significance of poor leadership should be evaluated against other reasons for the failure of rebellion in the period. Some of the issues to discuss may include:

- the strength and power of the Crown and government
- the government response in terms of ruthless law enforcement of laws
- the lack of cohesion and unity of purpose of many rebels group
- the weather and physical obstacles such as crossing rivers and entering walled towns
- the moral and spiritual power of the Crown as exemplified in the Great Chain of Being

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the growth in population the most significant development affecting the society and economy of Wales and England on the period 1525 - 1588?

Candidates are expected to reach a substantiated and supported judgement about whether the growth in population was the most significant development in the society and economy of Wales and England 1525 - 1588.

The significance of the growth in population on the society and economy of Wales and England should be analysed and evaluated in relation to issues such as:

- the pressure to provide housing and food
- the pressure to provide employment
- the growth in towns
- the growth in poverty and vagrancy

The influence of the growth of the population should be evaluated against other developments in the society and economy of Wales and England in the period. Some of the developments to discuss may include:

- the rise of the gentry
- the creation and development in landed estates
- the growth in trade and industry and decline in agriculture
- greater social mobility
- the widespread use of enclosures
- price inflation, wage deflation and growing unemployment



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY1

PERIOD STUDY 2

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

1231/02

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 2

Aspects of the History of Wales and England, c. 1603 - 1715

Part (a)

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

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Gunpowder Plot took place in 1605.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Gunpowder Plot took place in 1605. Some of the issues to consider may include:

- the ambition and greed of men such as Robert Catesby and his gentry supporters
- reluctance to accept the Scottish King James as monarch
- religious motivation - Catholic uprising to destroy Protestant king and government and the restoration of the Roman Catholic faith in England
- resentment of Scottish favourites and influence at court

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Charles I was executed in 1649.

Candidates are expected to show understanding of the inter-relationship of the reasons why Charles I was executed in 1649. Some of the issues to consider may include:

- to strengthen and consolidate the army's power
- to secure the Republic and destroy any opposition
- distrust of and hatred for Charles I
- to mark a new beginning and to show there was no going back
- to establish a new government and constitution

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why relations between Parliament and the King's ministers broke down in this period.

Candidates are expected to show understanding of the inter-relationship of the reasons why relations between Parliament and the King's ministers broke down. Some of the issues to consider may include:

- growing unpopularity of Charles II
- religiously motivated challenge of the religious policies of the King's ministers
- politically motivated attacks on financial policies of the King's ministers
- ambition and greed of men such as the Duke of Monmouth
- dissatisfaction with pro-French foreign policy

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Dissenters were persecuted during this period.

Candidates are expected to show understanding of the inter-relationship of the reasons why Dissenters were persecuted during this period. Some of the issues to consider may include:

- hatred, fear and distrust of non-conformity
- the power/influence of the restored monarchy
- growing unpopularity of Charles II
- the changing attitude of the people to religion
- the agreement struck with Charles II in order to restore the monarchy
- fear of rebellion

Part (b)

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

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Short Parliament the most significant development in politics and government in the period 1603-1642?

Candidates are expected to reach a substantiated and supported judgement about whether the Short Parliament was the most significant development in politics and government in the period 1603 - 42.

The significance of the Short Parliament should be analysed and evaluated in relation to issues such as:

- first Parliament to be called for eleven years - suspicion on both sides
- Charles reluctantly forced to call Parliament thus ending Personal Rule
- Charles's arrogant attitude to Parliament and his demand for money to fight the Scots
- MPs demand to have their grievances heard first before any grant of money/subsidy
- constitutionally a very significant turning point in relations between Crown and Parliament

The significance of the Short Parliament should be evaluated against other developments in politics and government. Some of the developments to discuss may include:

- financial problems
- religious policy
- Parliament and the growing assertiveness of MPs
- foreign policy
- relations with Ireland (rebellion of 1641) and Scotland (Bishops' Wars 1638 - 39)
- unpopularity of James I and Charles I
- unpopularity of royal favourites
- the impact of Personal Rule

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Instrument of Government the most significant development in government in the period 1637 -1660?

Candidates are expected to reach a substantiated and supported judgement about whether the Instrument of Government was the most significant development in government the period 1637 - 60.

The significance of the Instrument of Government should be analysed and evaluated in relation to issues such as:

- represented England's first written constitution
- extension of the power of government over the whole kingdom
- establishing the office of Lord Protector and enhancing the authority of Cromwell
- established triennial parliaments and reform of the franchise
- to bring stability to troubled realm by establishing a standing army of 30,000
- to establish freedom of worship (except for papists)

The significance of the Instrument of Government should be evaluated against other developments in the period 1637 – 60. Some of the developments to discuss may include:

- the Civil War
- the regicide
- the Rump and Barebones Parliaments
- the rule of the Major-Generals
- the collapse of the republic
- the Protectorate
- foreign affairs and religious policy

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were religious issues mainly responsible for the problems facing Charles II in the period 1660 - 1685?

Candidates are expected to reach a substantiated and supported judgement about whether religious issues were mainly responsible for the problems facing Charles II in the period 1660-85.

The significance of religious issues should be analysed and evaluated in relation to issues such as:

- maintaining peace between catholics and protestants
- plots by both catholics and protestants against the crown and government
- suspicion of Charles II's pro-catholic sympathies
- fear of succession of catholic James II
- condition of Anglican church and growth of radical religious groups

The significance of religious issues should be evaluated against other problems facing Charles II. Some of the issues to discuss may include:

- the development of Parliament and parliamentary power and influence
- the decline in the power and authority of the crown
- the development of political ideas and party politics
- foreign affairs

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the downfall of Laud the most important influence on the growth in Radicalism and Dissent in the period 1645-1681?

Candidates are expected to reach a substantiated and supported judgement about whether the downfall of Laud was the most important influence on the growth in Radicalism and Dissent in the period 1645-81.

The influence of the downfall of Laud on the growth of Radicalism and Dissent should be analysed and evaluated in relation to issues such as:

- removal of the head of the church and Crown's religious representative
- removal of the main opponent of radicalism and dissent
- Laud's downfall led to the encouragement of radicalism
- Laud's fall from power led to a decline in support for Anglicanism
- Laud's fall led to greater toleration and lessening of persecution

The influence of the downfall of Laud should be evaluated against other factors contributing to the growth in Radicalism and Dissent. Some of the issues to discuss may include:

- the development in religious ideas and radical groups
- popularity of radicalism
- Cromwell and Charles II's failure to control radical ideas and groups
- decline in the persecution of radical dissenters and dissenting groups during and after the Civil War.



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY1

PERIOD STUDY 3

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

1231/03

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 3
ASPECTS OF THE HISTORY OF WALES AND ENGLAND 1786-1886

Part (a)

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

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Catholic Emancipation Act was passed in 1829.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why Catholic Emancipation Act was passed. Some of the issues to consider may include:

- the repeal of the Test and Corporation Acts
- the County Clare election
- the fear of civil war in Ireland
- the conversion of Peel and Wellington
- the campaign of O'Connell and the Catholic association

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Rebecca riots took place.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Rebecca riots took place. Some of the issues to consider may include:

- significant rural poverty
- dysfunctional relations between landowners and peasants
- tolls and their impact
- tithes and the role of the Church
- the introduction of the New Poor Law

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Poor Law Amendment Act was passed in 1834.

Candidates are expected to show understanding of the inter-relationship of the reasons why the government passed the Poor Law Amendment Act. Some of the issues to consider may include:

- the Swing riots and agrarian disturbances
- the cost of the existing system
- the influence of utilitarian philosophy
- Chadwick's report and its conclusions
- cross-party agreement.

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Canning followed a policy of intervention in his foreign policy from 1822-27.

Candidates are expected to show understanding of the inter-relationship of the reasons why Canning followed a policy of intervention on his foreign policy. Some of the issues to consider may include:

- sympathy for liberal movements
- strong commercial motivation e.g. Spanish colonies
- personal style liked publicity
- support for Castlereagh's 1822 state paper.

Part (b)

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

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

How far was the demand to extend the vote the most significant development in parliamentary reform and politics in the period 1780-1832?

Candidates are expected to reach a substantiated and supported judgement about whether the demand to extend the vote was the most significant development in parliamentary reform and politics 1780-1832.

The significance of the demand to extend the vote should be analysed and evaluated in relation to issues such as:

- the failings of the old electoral system
- the early parliamentary reform movement
- the failure of Tory governments to introduce parliamentary reform
- the Whig government's response 1830-32 to widespread radical and popular protest

The significance of the demand to extend the vote should be evaluated against other significant developments in parliamentary reform and politics. Some of the developments to discuss may include:

- the policies of the Younger Pitt
- the Catholic Emancipation Act 1828
- the impact of the French Revolution
- the responses of Lord Liverpool's government to the radical challenge
- the Reform Act crisis 1830-32

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Anti-Corn Law League the most significant development in popular protest in the period 1815-1848?

Candidates are expected to reach a substantiated and supported judgement about whether the Anti-Corn Law League was the most significant development in popular protest in the period 1815-1848.

The significance of the Anti-Corn Law League should be analysed and evaluated in relation to issues such as:

- the context of the popularity of free trade policies
- the success as a single issue campaign
- its tactics in terms of financial support, publicity, and parliamentary by-elections
- its influence on Sir Robert Peel
- whether other factors influenced Peel in 1845-6 e.g. Irish potato famine

The influence of the Anti-Corn Law League should be evaluated against other significant developments in popular protest. Some of the developments to discuss may include:

- urban risings like that in Merthyr
- rural protests such as Swing and Rebecca
- the Chartist movement
- the trade union movement
- The Anti-Poor Law Movement

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

How far was the influence of religion the most important factor in bringing about social reform in the period 1815-1848?

Candidates are expected to reach a substantiated and supported judgement about whether religion was the most important influence in bringing about social reform in the period 1815-1848.

The influence of religion on social reform should be analysed and evaluated in relation to issues such as:

- humanitarian and evangelical outrage about conditions in the factories and mines
- moral issues arising from urbanisation and industrialisation such as the education of the poor and child labour
- publicising such issues and creating a debate
- the impact of powerful humanitarians who were also evangelicals such as Oastler, Shaftesbury and Wilberforce
- the church's role in education.

The influence of religion on social reform should be evaluated against other significant influences on social reform. Some of the issues to discuss may include:

- government commissions and legislation
- the influence of humanitarians in general
- the influence of the utilitarians in general
- general concerns about conditions in the industrial towns.
- political motivation for reform.

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

How far was the Congress of Vienna the most significant influence upon British foreign policy between 1793-1841?

Candidates are expected to reach a substantiated and supported judgement about whether the Congress of Vienna was the most significant influence upon British foreign policy in the period 1793-1841.

The influence of the Congress of Vienna on British foreign policy should be analysed and evaluated in relation to issues such as:

- its importance in setting the peace of Europe after 22 years of war and why this was important for Britain
- the neutralisation of French power
- commercial and trading gains in the North Sea, Africa, Mediterranean and Indian Ocean
- set up the Congress System as a guarantee of peace and stability for Britain.

The influence of the Congress of Vienna should be evaluated against other significant influences on British foreign policy. Some of the influences to discuss may include:

- the wars against France 1793-1815
- the Congress System
- the Eastern Question
- the balance of power
- trade and commercial interests
- strategic interests
- liberal and nationalist movements in Europe.



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY1

PERIOD STUDY 4

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

1231/04

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 4
ASPECTS OF THE HISTORY OF WALES & ENGLAND, c.1880-1980

Part (a)

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

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the British economy declined during the 1920s.

Candidates are expected to show understanding of the inter-relationship of the reasons why the British economy declined during the 1920s. Some of the issues to consider may include:

- the post-war decline due to foreign competition
- the lack of modernisation in Britain's industries
- the negative impact of war on foreign trade and commerce
- war debt and subsequent decline in the world economy
- post-war government economic policies
- the effects of industrial unrest.

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Britain formed an alliance with Japan in 1902.

Candidates are expected to show understanding of the inter-relationship of the reasons why Britain formed an alliance with Japan in 1902. Some of the issues to consider may include:

- Britain's desire to protect her interests in the Far East
- the need to protect the Empire in other parts of the world
- the need to re-deploy her navy
- the desire to avoid war.

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Coalition Government collapsed in 1922.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Coalition Government collapsed in 1922. Some of the issues to consider may include:

- the declining economic situation
- disaffection with Lloyd George's conduct
- the situation in Ireland
- growing confidence of the Conservative party following the Newport by-election
- influence of the Conservative back-benchers.

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the role of women was important during the First World War.

Candidates are expected to show understanding of the inter-relationship of the reasons why the role of women was important during the First World War. Some of the issues to consider may include:

- the effect of DORA, the Treasury Agreement Act and Munitions of War Act
- women's role in the armed services, e.g. WRAR, WAC, WAAC
- the work of women in the arms factories
- the changing attitudes of the Suffragettes.

Part (b)

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

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were the Liberal reforms the most important change in Wales and England 1880-1929?

Candidates are expected to reach a substantiated and supported judgement about whether the Liberal reforms were the most important change in Wales and England in the period 1880-1929.

The importance of the Liberal reforms should be analysed and evaluated in relation to issues such as:

- the welfare provision for children
- the recognition of the role of government in the provision for the elderly
- legislation regarding the world of work.

The importance of the Liberal reforms should be evaluated against other important changes in Wales and England in this period. Some of the issues to discuss may include:

- the impact of war
- economic considerations and the needs of British industry
- the influence of industrial disputes such as the General Strike.

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the fear of Germany the most important influence on British foreign policy between 1902-1939?

Candidates are expected to reach a substantiated and supported judgement about whether the fear of Germany was the most important influence on British foreign policy between 1902-1939.

The importance of the fear of Germany on British foreign policy should be analysed and evaluated in relation to issues such as:

- post-First World War military concerns
- the fear of German imperialism
- the First World War
- German reaction to the post-war settlement
- the rise of Fascism

The importance of the fear of Germany should be evaluated against the importance of other influences which affected British foreign policy in this period. Some of the influences to discuss may include:

- Empire (which may, or may not, be linked with economic issues)
- the desire for isolation
- Ententes and Alliances
- war-weariness and the need to avoid war at all cost
- the fear of other nations such as Russia
- the desire for Collective Security and co-operation through the League of Nations.

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were the Conservatives the most dominant party in British politics from 1900-1940?

Candidates are expected to reach a substantiated and supported judgement about whether the Conservatives were the most dominant party in British politics from 1900-1940.

Conservative dominance should be analysed and evaluated in relation to issues such as:

- the longevity of Conservative governments
- the legislative legacy
- the influence of Conservative Prime Ministers
- Conservative dominance over the Coalitions and National Governments.

Conservative dominance should be evaluated against the position of other parties in British politics in this period. Some of the issues to discuss may include:

- the emergence and development of the Labour Party
- the establishment of the National government
- the success and later demise of the Liberal party
- the rise of minority parties.

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the Suffragist movement the main influence on the changing role and status of women, 1880-1929?

Candidates are expected to reach a substantiated and supported judgement about whether the Suffragist movement was the main influence on the changing role and status of women, 1880-1929.

The influence of the Suffragist movement on the changing role and status of women should be analysed and evaluated in relation to issues such as:

- the influence of notable individuals such as Millicent Fawcett
- the response to non-violent action
- the changing focus of the movement during and after the war

The influence of the Suffragist movement should be evaluated against other influences on the changing role and status of women in this period. Some of the issues to discuss may include:

- the changing in attitude of the various governments or individuals across the period
- the influence of the Suffragettes
- the influence of women during the war and subsequent reaction
- changing educational opportunities
- influence of social change in the 1920's
- the high points of the extension of the franchise in 1918 and 1928.



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY1

PERIOD STUDY 5

**ASPECTS OF THE HISTORY OF EUROPE
c 1515-1621**

1231/05

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 5
ASPECTS OF THE HISTORY OF EUROPE 1515-1621

Part (a)

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

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Suleiman the Magnificent was able to expand his empire.

Candidates are expected to show understanding of the inter-relationship of the reasons why Suleiman was able to expand his empire. Some of the issues to consider may include:

- Suleiman's empire was one which was based on conquest. It was expected that he would be committed to expansion
- he had a standing army with elite troops while Europe relied on mercenaries
- he was aided by the lack of effective or co-ordinated European unity
- he had able naval leaders and was able to command control of the Mediterranean
- he was supported by the wealth of the Ottoman empire

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why many German cities supported Martin Luther.

Candidates are expected to show understanding of the inter-relationship of the reasons why many German cities supported Martin Luther. Some of the issues to consider may include:

- Luther opposed Papal taxation and some cities liked the economic freedom this gave them
- nationalism was strong in urban centres and they objected to taxation by a foreign power
- cities were free thinking centres with universities which debated and embraced Lutheranism
- cities contained a literate population who were influenced by Luther's published works

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there were religious tensions in France in the period 1515-1547.

Candidates are expected to show understanding of the inter-relationship of the reasons why there were religious tensions in France in this period. Some of the issues to consider may include:

- the Concordat of Bologna of 1516 gave Francis unprecedented control over the French Church. It was a huge extension of royal power. He then appointed aristocracy with no religious training to clerical positions.
- absenteeism, pluralism, nepotism and simony were rife in the French Church
- the development of a Humanist movement in France with the emergence of Lefevre as a leader for reform fostered discussion which some branded as heresy.
- the establishment of the Circle of Meaux, an intellectual group of Humanists led by Lefevre and Briconnet, brought about tensions with conservative Catholics.
- the reactionary stance of the Sorbonne University who outlawed Lutheran publications caused tension.
- Francis I's early toleration of humanism allowed dissent to develop.
- the Affair of the Placards of 1534 caused Francis I to take a harsher line on heresy. Executions followed but by 1536 the King was once more trying to take the middle line to ease religious tension.
- in 1550 by the Treaty of Fontainebleau Francis gave the parlement overall control of heresy jurisdiction. This was part of a more focused attack on the growing popularity of Protestantism in Francis in the 1540s

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Charles V faced economic problems.

Candidates are expected to show understanding of the inter-relationship of the reasons why Charles V faced economic problems. Some of the issues to consider may include:

- Charles V had limited economic resources to support expenditure
- the hoped for vast wealth from the New World did not materialise at a level to support his expenditure in Europe
- the negative impact of wars ;and foreign policy. He experienced great cost in financing his response to the Ottoman threat and Hapsburg/Valois rivalry
- his commitments as Holy Roman Emperor and the expense of defending Catholicism in Germany
- his support for Renaissance culture without regard to cost

Part (b)

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

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the invasion of Hungary the most significant development in the Ottoman threat to Europe in the period 1520-1571?

Candidates are expected to reach a substantiated and supported judgement about whether the invasion of Hungary can be considered the most significant development in the Ottoman threat to Europe, 1520-1571.

The significance of the invasion of Hungary as a development in the Ottoman threat to Europe should be analysed and evaluated in relation to:

- an attempt at expansion into Eastern Europe was psychologically hugely significant
- Suleiman personally led the attack which supports its perceived significance
- the ease with which the Hungarian army was destroyed at Mohacz in 1526 was significant
- the killing of King Lewis in Hungary, who was married to Charles v's sister, as well as the taking of Buda and Pest which aroused interest and fear in the West

The significance of the invasion of Hungary should be evaluated against other developments that were significant in the Ottoman threat to Europe in this period. Some of the developments to discuss may include:

- the leadership of the Sultans
- the role of the army and navy
- the administrative structure of the Empire
- the wealth of the Empire which sustained conquest
- the lack of a unified response from Europe also aided expansion

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent were social grievances mainly responsible for the development of the German Reformation, 1517-1555?

Candidates are expected to reach a substantiated and supported judgement about whether social grievances were mainly responsible for the development of the German Reformation, 1517-1555.

The responsibility of social grievance as a factor in the development of the German Reformation should be analysed and evaluated in relation to issues such as:

- peasants believed Lutheranism offered them social equality
- the more densely populated urban areas had social grievances because many had money but little social status
- in many part of rural Germany there had been famine, increased taxation and withdrawal of ancient rights. Being at the bottom of the social structure peasants had no means of change except by revolt
- princes, although at the top of the social pyramid, were responsible for their people but did not have the independent power to change conditions. They had grievances themselves

The responsibility of social grievances should be evaluated against other factors that influenced the development of the German Reformation in this period. Some of the issues to discuss may include:

- religious grievances against the Catholic Church
- the political and economic grievances of all sectors of German society
- the uncoordinated response of opposition from the Papacy
- the reaction of Charles V also aided the development of the Reformation in Germany
- the role of key individuals

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Were the changes in the government of France the most significant development in the reign of Francis I, 1515-1547?

Candidates are expected to reach a substantiated and supported judgement about whether the changes in the government of France were the most significant development in the reign of Francis I, 1515-1547.

The significance of the change in government should be analysed and evaluated in relation to issues such as:

- the increase in political power of the monarch – a move towards ‘Absolutism’?
- the centralisation of the administration of Government
- the reduction of the political power of the aristocracy
- Francis I became more financially independent

The influence of the changes in government should be evaluated against other significant developments on the reign of Francis I. Some of the issues to discuss may include:

- the rivalry with the Hapsburgs
- social and religious issues
- lack of finance
- the growing issue of acting as a Renaissance prince added to his pressures.

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Was Charles V's response to the Ottoman threat the most significant development for Spain during his reign, 1516-1556?

Candidates are expected to reach a substantiated and supported judgement about whether Charles V's response to the Ottoman threat was the most significant development in Spain during the period, 1516-1556.

The significance of Charles V's response to the Ottoman threat should be analysed and evaluated in relation to issues such as:

- Charles V took on the role of 'Defender of Christendom' against the 'Infidel'.
- he had to defend Hungary and the Holy Roman Empire against the Ottomans
- he responded to the Ottoman naval threat in the Mediterranean – Tunis, Algiers and Tripoli
- he had to finance this policy which distracted him from other major responsibilities

The significance of Charles V's response to the Ottoman threat should be evaluated against other significant developments in Spain during the reign of Charles V. Some of the issues to discuss may include:

- the development of the Reformation
- foreign affairs including areas such as the Low Countries
- colonial efficiency
- political and social problems in Spain
- Economy of Spain/lack of finance



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY1

PERIOD STUDY 6

**ASPECTS OF THE HISTORY OF EUROPE
c.1696-1815**

1231/06

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 6
ASPECTS OF THE HISTORY OF EUROPE 1696-1815

Part (a)

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

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Peter the Great reformed the Russian Church.

Candidates are expected to show understanding of the inter-relationship of the reasons why Peter the Great wanted to reform the Russian Church. Some of the issues to consider may include:

- facilitate the establishment of absolutism in Russia
- reduce the power of a potentially powerful rival source of authority
- support Peter the Great's modernisation plan
- the impact the reform would have on other rival power sources such as the nobility

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there was rivalry between Prussia and the Hapsburg Empire during the reign of Frederick the Great.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was rivalry between Prussia and the Hapsburg Empire during the reign of Frederick the Great. Some of the issues to consider may include:

- issues relating to the war of Austrian Succession
- Frederick the Great's attack on and subsequent annexation of Silesia
- the need for Prussia to try and secure its gains and prevent Austria recovering Silesia

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Treaty of Utrecht was important for the Hapsburg Empire.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Treaty of Utrecht was important for the Hapsburg Empire. Some of the issues to consider may include:

- the status gained from checking the advance and aspirations of France
- the acquisition of additional territory in the form of the former Spanish Netherlands which now became the Austrian Netherlands.

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Diplomatic Revolution took place.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Diplomatic Revolution took place. Some of the issues to consider may include:

- the seizure of Silesia and the War of Austrian Succession.
- the nature of the relations between the key powers of Austria, Prussia, Britain and France.
- Maria Theresa's desire to regain her lost territory.
- the motivation of Frederick the Great and Britain and their respective aims.

Part (b)

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

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the reform of the nobility the most important development of Peter the Great's reign, 1696-1725?

Candidates are expected to reach a substantiated and supported judgement about the extent to which the reform of the nobility was the most important development of Peter the Great's reign, 1696-1725.

The importance of Peter's reform of the nobility should be analysed and evaluated in relation to issues such as:

- modernising the state
- neutralising potential rival sources of power which could threaten the crown
- forging new allies within Russia

The importance of Peter's reform of the nobility should be evaluated against other developments that were significant in Russia in this period. Some of the developments to discuss may include:

- the economic development of Russia
- social, legal and economic changes
- the policy of Westernisation
- the effect of religious developments

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Were Frederick the Great's military achievements the most importance aspect of his reign, 1740-1786?

Candidates are expected to reach a substantiated and supported judgement about whether Frederick the Great's military achievements were the most significant development of his reign.

The importance of Frederick the Great's military achievements should be analysed and evaluated in relation to issues such as:

- the acquisition and retention of territory.
- defending the country from external threats from Austria and France
- enhancing Prussia's status as a significant European power.

The importance of Frederick the Great's military achievements should be evaluated against other aspects that were important in the growth of Prussian power in this period. Some of the aspects to discuss may include:

- the expanding industrial and commercial base of the economy.
- the impact of political stability
- legal, educational and administrative reforms
- the role of the church.
- enlightened policy regarding immigration.

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the loss of Silesia the most significant development in the Hapsburg Empire during the period 1711-1780?

Candidates are expected to reach a substantiated and supported judgement about whether the loss of Silesia was the most significant development in the Hapsburg Empire during the period 1711-1780.

The significance of the loss of Silesia should be analysed and evaluated in relation to issues such as:

- the economic and strategic impact of loss.
- the issue of the Pragmatic Sanction
- the loss of prestige which the annexation led to
- the military and economic cost of attempting to secure the recovery of Silesia.

The significance of the loss of Silesia should be evaluated against other significant developments during the period. Some of the developments to discuss may include:

- issues with Hungary
- Maria Theresa's domestic policy
- the Diplomatic revolution
- Maria Theresa's foreign policy

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did the Great Northern War have the most significant influence on international relations, 1710-1756?

Candidates are expected to reach a substantiated and supported judgement about the extent to which the Great Northern War was the most significant influence on international relations between 1710-56.

The significance of the Great Northern War on international relations between 1710-56 should be analysed and evaluated in relation to issues such as:

- the impact it had on marking the decline of Sweden and the way it seemed to herald the emergence of an important new power – Russia - onto the international stage.
- the way the balance of power in the Baltic was changed.
- the way in which the war impacted on international relations after 1720.
- territorial changes resulting from the War.

The influence of the Great Northern War should be set against other influences on international relations in this period. Some of the issues to discuss may include:

- The Diplomatic revolution
- Britain and her relations with the continental powers
- the growing ambitions of Prussia
- the impact of wars such as the War of Austrian Succession
- changes in the balance of power.



GCE MARK SCHEME

JANUARY 2014

HISTORY – UNIT HY1

PERIOD STUDY 7

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

1231/07

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 7
ASPECTS OF THE HISTORY OF EUROPE, 1815 – 1917

Part (a)

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

	AO1a	AO1b	Total
Level 1	1–3 marks	1–5 marks	8
Level 2	4–6 marks	6–10 marks	16
Level 3	7–8 marks	11–16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1–8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1–2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3–5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6–8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9–16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9–10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11–13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14–16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17–24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well–focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17–18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19–21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well–focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well–organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22–24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well–organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Europe remained at peace between 1815 –1822.

Candidates are expected to show understanding of the inter-relationship of the reasons why Europe remained at peace in the period 1815 – 22. Some of the issues to consider may include:

- the impact of the Treaty Vienna and the desire to stabilise international relations
- the post-war fear of France united the Powers in a common goal
- the work of the Congress system
- the impact of the Holy Alliance
- the controlling effects of autocratic rule

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Garibaldi was able to liberate Southern Italy in 1860.

Candidates are expected to show understanding of the inter-relationship of the reasons why Garibaldi was able to liberate Southern Italy in 1860. Some of the issues to consider may include:

- the appeal and charisma of Garibaldi
- the attitude of the Piedmontese government and Victor Emmanuel
- the sympathy of the British navy
- the courage of the Thousand
- the revolt of the Sicilian peasants
- the weakness of the opposition

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Prussia became the dominant state in Germany by 1866.

Candidates are expected to show understanding of the inter-relationship of the reasons why Prussia became the dominant state in Germany by 1866. Some of the issues to consider may include:

- the decline of Austria
- Prussian military reform
- the economic growth of Prussia
- the growing military power of Prussia
- the Austro/Prussian war of 1866
- the role of Bismarck and other key individuals

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Mehemet Ali caused tensions between the Great Powers from 1831 – 1841.

Candidates are expected to show understanding of the inter-relationship of the reasons why Mehemet Ali caused tensions between the Great Powers between 1831 – 1841. Some of the issues to consider may include:

- Mehemet Ali and the threat to Turkey 1831 – 1833.
- Russian response and the Treaty of Unkiar Skelessi
- the reaction of Britain and France to these events
- the crisis of 1839 – 1841
- the Treaty of London 1840 and the ultimatum to Mehemet Ali
- the Straits Convention 1841 and its effects of international relations.

Part (b)

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

	AO1a	AO1b	Total
Level 1	1–4 marks	1–8 marks	12
Level 2	5–8 marks	9–16 marks	24
Level 3	9–12 marks	17–24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1–12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1–4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5–8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9–12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13–24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13–16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17–20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21–24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25–36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25–28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29–32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well–focussed analysis and evaluation of the key issue; well–focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well–organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33–36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well–organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was fear of revolution the most significant influence on European relations in the period 1815 – 1851?

Candidates are expected to reach a substantiated and supported judgement about whether the fear of revolution was the most significant influence on European relations in the period 1815 – 1851.

The influence of the fear of revolution on European relations should be analysed and evaluated in relation to issues such as:

- the influence of nationalism and liberalism
- the desire to maintain the balance of power in Europe
- the desire to prevent the spread of revolution through the Congress System and Holy Alliance
- the principle of legitimacy and the establishment of the rule of law
- the actual outbreak of revolution in the 1820s and 1830s

The influence of the fear of revolution on European relations should be evaluated against other issues that affected European relations in this period. Some of the influences to discuss may include.

- the Vienna Settlement
- the concept of the Concept of Europe and the Congress System
- the continuing influence of autocratic rule
- national self-interest which led to the growth of divergent views amongst the Powers
- the general spread of liberal and nationalist ideas

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did Mazzini make the most significant contribution to Italian unification in the period 1830 – 1871?

Candidates are expected to reach a substantiated and supported judgement about whether Mazzini made the most significant contribution to Italian unification in the period 1830 – 1871.

Mazzini's contribution to Italian unification should be analysed and evaluated in relation to issues such as:

- Mazzini's ideas and inspiration
- his conspiracies
- his ability to communicate his views
- his influence over Garibaldi
- the 'Young Italy' movement
- his impact upon the nationalist movement and radicals in Italy

Mazzini's contribution should be evaluated against other factors that were also significant in the process of Italian unification. Some of the factors to discuss may include:

- the roles of other key personalities like Garibaldi, Victor Emmanuel and Cavour
- the impact of the growing nationalist movement in Italy
- diplomatic, political, economic and social developments in the peninsula
- the contribution of foreign aid from Britain and France
- the changing nature of the international situation
- military events which impacted on the process of unification

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the contribution of German nationalists the most important influence on the process of German unification between 1830 – 1871?

Candidates are expected to reach a substantiated and supported judgement about whether German nationalists were the most important influence upon the process of German unification.

The influence of German nationalists on the process of German unification should be analysed and evaluated in relation to issues such as:

- the different nationalist solutions to the future of Germany
- the economic spur provided to nationalism by the Zollverein
- the impact of the 1848 revolutions
- the Frankfurt Parliament
- the belief in national unity embodied in the core state of Prussia

The influence of German nationalists should be evaluated against other important influences in the process of German unification in this period. Some of the issues to discuss may include:

- lessons learnt from the failure of the German Confederation and the Frankfurt assembly
- economic expansion and integration
- the favourable international situation
- Austro/Prussian rivalry leading to Austrian decline and exclusion
- the military strength of Prussia and the various wars fought
- Bismarck and his policies

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was the weakness of the Ottoman Empire mainly responsible for the Eastern Question 1815 – 1856?

Candidates are expected to reach a substantiated and supported judgement about whether the weakness of the Ottoman Empire was mainly responsible for the Eastern Question, 1815 – 1856.

The influence of the weakness of the Ottoman Empire should be analysed and evaluated in relation to issues such as:

- the general decline of the Ottoman empire which encouraged Russian expansion
- threats to the independence and integrity of the Ottoman Empire
- the attitude of the Ottoman Empire to changing circumstances and revolt
- the attitude of the Great Powers to the Ottoman Empire

The importance of the weakness of the Ottoman Empire should be evaluated against other important factors which led to the Eastern Question. Some of the issues to discuss may include:

- the expansion of Russia into South eastern Europe
- territorial gain and strategic interests affecting national self-interest
- factors particular to individual countries which led to a conflict interests
- the Greek Revolt
- Unkiar Skelessi and the Straits Convention



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY1

PERIOD STUDY 8

**ASPECTS OF THE HISTORY OF EUROPE
c. 1878 -1989**

1231/08

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 8
ASPECTS OF THE HISTORY OF EUROPE 1878 - 1989

Part (a)

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

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there were tensions in the Balkans before 1914.

Candidates are expected to show understanding of the inter-relationship of the reasons why there were tensions in Europe. Some of the issues to consider may include:

- the growth of Balkan nationalism
- the condition of the Austro-Hungarian Empire
- Austria-Serbian rivalry
- more immediate issues such as annexation and the Balkan Wars

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the economy of Germany grew in the period 1878 - 1914.

Candidates are expected to show understanding of the inter-relationship of the reasons why the economy of Germany grew in the period 1878 - 1914. Some of the issues to consider may include:

- the growth in the economic and industrial power of Prussia
- the growth of heavy industry and railway construction
- colonial acquisitions
- economic growth after the accession of Wilhelm II
- the link to Weltpolitik
- growth of the Reich.

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why Mussolini fell from power in 1943.

Candidates are expected to show understanding of the inter-relationship of the reasons why Mussolini fell from power in 1943. Some of the issues to consider may include:

- general failures in foreign policy
- the economic impact of the war
- the growth of anti-Fascist groups
- the loss of the support of elite groups
- the Allied landings in Sicily
- the role of the Fascist Grand Council and Victor Emmanuel III.

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Bolsheviks introduced War Communism in 1918.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Bolsheviks introduced War Communism in 1918. Some of the issues to consider may include:

- restrictive and rigorously applied economic measures to survive domestic and foreign enemies
- the link to Bolshevik terror
- economic measure to sustain the war effort in the civil war years
- part of long term plans for state control of the economy.

Part (b)

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

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was Germany the main threat to international relations in the period 1878 - 1914?

Candidates are expected to reach a substantiated and supported judgement about whether Germany was the main threat to international relations in the period 1878 to 1914.

The impact of Germany as a threat to international relations should be analysed and evaluated in relation to issues such as:

- aggressive and uncompromising German policy
- Weltpolitik
- German alliances
- imperial expansion
- blank cheque
- crises in the late 1900's

The impact of Germany as a threat to international relations should be evaluated against other threats. Some of the issues to discuss may include:

- the congress of Berlin and its impact
- specific issues which led to Great Power rivalries
- the arms and naval races and colonial rivalry and the role they played in poisoning international relations
- the long term implications of Balkan instability
- immediate issues like the assassination crisis.

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did defeat in the First World War have the most significant impact on Germany between 1878 - 1919?

Candidates are expected to reach a substantiated and supported judgement about whether defeat in the First World War had the most significant impact on Germany between 1878 to 1919.

The significance of defeat in the First World War on Germany should be analysed and evaluated in relation to issues such as:

- the so called German revolution
- the economic impact of the war
- the destruction of social status and financial security
- the relationship with Germany's internal political problems
- the terms of the Treaty of Versailles.

The significance of defeat in the First World War should be evaluated against other impacts on Germany in this period. Some of the issues to discuss may include:

- Bismarkian diplomacy and the defence of German interests
- The policies of Wilhelm II
- Weltpolitik
- German economic growth
- Other developments within German society such as the growth of authoritarianism and intolerance.

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did Fascist social policy have the greatest impact on the Italian people between 1922 - 1944?

Candidates are expected to reach a substantiated and supported judgement about whether Fascist social policy had the greatest impact on the Italian people between 1922 and 1944.

The impact of Fascist social policy on the Italian people should be analysed and evaluated in relation to issues such as:

- youth and education
- the impact on women
- leisure
- welfare

The impact of Fascist social policy on the people of Italy should be evaluated against other factors that had an impact. Some of the issues to discuss may include:

- the ideology and policies and personality of Mussolini
- the transformation of the political system through a battery of repressive laws
- the control of institutions which projected attitudes
- successful domestic policies in the political, economic and cultural areas
- foreign policy initiatives which helped establish the Fascist state
- Propaganda. and its effects

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Was the New Economic Policy the most significant feature of the Communist Revolution in Russia in the period 1917 - 1941?

Candidates are expected to reach a substantiated and supported judgement about whether the NEP was the most significant feature of the Communist Revolution in Russia in the period 1917 - 1941.

The significance of the NEP as a feature of the Communist Revolution in Russia should be analysed and evaluated in relation to issues such as:

- the move away from tight state control of the economy
- relaxation of unpopular policies through economic liberalisation
- compromise with the peasantry
- a retreat back to capitalism or 'one step backwards, two steps forward'.
- the removal of some of the main causes of discontent with Bolshevism
- a pragmatic response to maintain the Bolshevik revolution.

The significance of the NEP should be evaluated against other significant features in the Communist Revolution in Russia in this period. Some of the issues to discuss may include:

- the impact of other key figures such as Trotsky, Stalin and Lenin
- the influence of leadership and ideology
- the use of terror including Stalin's purges
- Russian foreign policy
- modernisation in the agricultural, social and cultural spheres
- the role of key interest groups in Russia especially the peasants and industrial workers
- the Five Year Plans.



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