



GCE MARKING SCHEME

**HISTORY - HY2
AS/Advanced**

JANUARY 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2014 examination in GCE HISTORY - HY2. 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 HY2

DEPTH STUDY 1

WALES AND THE TUDOR STATE, c.1529-1588

1232/01

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 1

UNIT 2: WALES AND THE TUDOR STATE, c.1529 - 1588

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source B mean by the phrase ‘I, like many, are not convinced of Rhys ap Gruffudd’s treason’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the hard punishments meted out to those who opposed the King’s divorce and religious policy.
- the government regarded any opposition, even voicing an opinion, as potential treason.
- there is a suspicion that Rhys was the victim of a conspiracy to eliminate him - guilty or not.
- the author of the source is a churchman from England which shows how newsworthy the execution of a Welshman is in England.

QUESTION: 2(a)

What does the author of Source F mean by the phrase ‘He hath done more than most to restore to Wales the law, order and good government it enjoyed in the time of Bishop Lee’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the efficient work undertaken by Sidney since the time of Rowland Lee back in the 1530’s and 1540’s.
- the astonishment of men in public office like Perrot that good service over a long period can go unrecognised.
- the faction within the highest level of government between rival political groups and the return of lawlessness and disorder since Bishop Lee’s time.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How significant was the threat of rebellion in the 1530s?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the threat of rebellion in the 1530's. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the threat of rebellion. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will refer to the significance of the potential threat of rebellion.
- the effect of Rhys ap Gruffudd's execution on the people.
- there will be valid evaluation comments on the authorship of both sources regarding the significance of the threat of rebellion. The priest is certain that rebellion is likely from the Welsh and Irish but the English people too are discontented. Candidates may consider whether Chapuys's evidence can be trusted given that he was an outsider and had never been to Wales.

QUESTION: 2(b)

How significant was the role of the sheriff in the government of Wales?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the role of the sheriff. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the role of the sheriff. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the significance of the office of the sheriff in Wales especially in relation to the responsibilities vested in the office.
- the sheriff was responsible for policing the county, the administration of justice and in parliamentary elections.
- there was only one sheriff per county elected on an annual basis as compared to up to 25 JP's who held their office for life.
- there will be valid evaluation comments on the authorship of both sources regarding the significance of the role of the sheriff. The historian is balanced in his assessment of the significance of the sheriff while the contemporary source suggests that the office is powerful and respected.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that the Welsh gentry were guilty of lawlessness and disorder?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of the behaviour of the Welsh gentry in this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the Welsh gentry were guilty of lawlessness and disorder. They can consider whether this interpretation is valid or is this evidence to the contrary?
- answers will consider the evidence provided in each source and the motivation seen. There will be a clear reference to the evidence of the Countess in Source C and the more balanced view of the historian in Source D.
- Source D suggests that the gentry were generally law abiding but Source C does not.
- it seems that the historian writing in Source D with a degree of hindsight is more positive about the behaviour of the gentry in Wales than the biased contemporary in Source C.
- answers will consider the content and origins of the sources in discussing the view that the Welsh gentry were guilty of lawlessness and disorder. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.
- candidates will consider alternative interpretations regarding the behaviour of the gentry such as the possibility that the majority were lawful and well behaved.

QUESTION: 2(c)

Do you agree with the interpretation that the legal system in Wales was inefficient and corrupt?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of the state of the legal system in Wales in this period. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the legal system in Wales was inefficient and corrupt. They should consider whether this interpretation is valid and supported or is there evidence to the contrary?
- Source D suggests law breaking, corruption and inefficiency were a major problem which the authorities seemed unable to resolve, Source C does not.
- it seems that the historian writing in Source D with a degree of hindsight is rather more critical than the contemporary in Source C.
- answers will consider the content and origins of the sources in deciding whether they support or contradict the interpretation of the inefficiency and corruption of the legal system in Wales. Had the court system broken down, was it in crisis? Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.
- candidates will consider alternative interpretations regarding the state of the legal system in Wales such as the possibility that the legal system functioned efficiently and was not corrupt.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources A, E and F in understanding Wales and the Tudor State between 1529 and 1588?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Wales and the Tudor State, 1529 - 1588. Some of the issues to consider may include:

- the sources give a clear indication of the problems that existed in Wales and their effect on the relationship between the Principality and the Tudor State during the sixteenth century.
- they also refer clearly to the problems that confronted the authorities in terms of government, law and order, and the behaviour of the gentry, all of which conspired to hinder a closer relationship between England and Wales.
- the sources are really useful in considering certain aspects of the government and judiciary of Wales and their relationship with the Tudor State.
- answers will also discuss the rather limited sources available to historians of this period.

QUESTION: 2(d)

How useful are Sources C, E and F to an understanding of the relationship between Wales and the Tudor State between 1529 and 1588?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Wales and the Tudor State, 1529-1588. Some of the issues to consider may include:

- the sources are useful in explaining the problems that confronted the authorities in terms of government, corruption, law and order all of which conspired to hinder a closer relationship between England and Wales.
- the sources provide the views of two contemporaries who have first-hand experience of Wales during this period and the views of a modern historian.
- explaining the condition of Wales in the period. Was the system of justice in crisis and ineffectual or were the officers of the Crown effectively controlling law, justice and the courts?
- there should be some discussion of the wider range of sources that could be of use in understanding developments in Wales and the Tudor State during this period.



GCE MARK SCHEME

JANUARY 2014

HISTORY – UNIT HY2

DEPTH STUDY 2

REBELLION AND REPUBLIC, c.1629 – 1660

1232/02

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 2

REBELLION AND REPUBLIC, c. 1629 – 1660

Part (a)

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

	AO1	AO2a	Total
Level 1	1–2 marks	1–2 marks	4
Level 2	3–4 marks	3–4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1–4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3–4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5–8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5–6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7–8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source B mean by the phrase ‘The time has now arrived when either we make war on him or he will make war on us.’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the impeachment, trial and execution of Thomas Wentworth.
- the King thought by sacrificing Wentworth the opposition would die down but it got worse.
- the King’s treatment of Wentworth was viewed as a betrayal which caused the opposition to distrust the King even more.
- the author offers his opinion about the actions of the King and comes to the conclusion that war is inevitable.

QUESTION: 2(a)

What does the author of Source E mean by the phrase ‘By his lies and deceptions, the King has lost our trust and he has now forfeited the right to negotiate.’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the distrust of the King felt by many in the parliamentary army.
- to negotiate with the King is a wasteful exercise – he cannot be trusted to fulfil his part of the bargain.
- the author suggests that the army had lost patience with both the King and the majority of MPs. It had decided to take action and in doing so sought to justify its arbitrary decision.

Part (b)

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

	AO1	AO2a	Total
Level 1	1–3 marks	1–5 marks	8
Level 2	4–6 marks	6–10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1–4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5–8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9–12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13–16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How significant was the execution of Thomas Wentworth, Earl of Strafford, in the outbreak of the Civil War in 1642?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the execution of Thomas Wentworth, Earl of Strafford. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the execution of Thomas Wentworth, Earl of Strafford. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will refer to the significance of the execution of Wentworth and the perception that the King had betrayed his loyal servant and counsellor.
- although MPs had demanded Wentworth's execution, they were appalled at how easily the King had given him up.
- there will be some evaluation comments on the authorship of both sources – the modern historian and Strode himself. Strode appears to be an uncompromising man who will not acknowledge the impossible position the King has been forced into. The historian suggests that the King had lost the support of his advisers and incurred the wrath of his adversaries.

QUESTION: 2(b)

How important was John Pym in the outbreak of the Civil War in 1642?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of John Pym in the outbreak of Civil War. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of John Pym to the outbreak of hostilities. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will refer to the importance of John Pym in terms of the power he wielded in England the influence he could bring to bear on the nobility.
- the twelve nobles primed by Pym did not represent all the peers that sat in the House of Lords. They wanted the King to give in to their demand for a parliament or face the possible consequence of bloodshed. The threat of war is implicit in the petition.
- there will be some evaluation comments on the authorship of both sources – the modern historian and the petition drawn up by John Pym. Pym is a charismatic figure who offers a radical but democratic proposal for the future and Source B shows his significance clearly.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1–2 marks	1–5 marks	8
Level 2	2–3 marks	3–4 marks	6–9 marks	16
Level 3	4 marks	5–6 marks	10–14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1–4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5–8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9–12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13–16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17–20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21–24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well–organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that John Poyer was responsible for causing the Second Civil War in 1648?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that John Poyer was responsible for causing the Second Civil War. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether John Poyer was responsible for causing the Second Civil War. Candidates should be able to consider whether this interpretation is valid and supported by the sources or is there evidence to the contrary?
- answers will refer generally to the authorship of the sources and link this to the view that whereas Source C suggests that anger, frustration and unpaid wages led Poyer to defy Cromwell which led to conflict. Source D supports the interpretation that the Scots and the King were equally to blame.
- answers will consider the content and origins of the sources in deciding whether the Second Civil War was caused by John Poyer or whether the King's escape and alliance with the Scots was more significant.
- answers will consider the standpoint of each author and the date of writing. The contemporary source does not support the interpretation. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.

QUESTION: 2(c)

Do you agree with the interpretation that the King wanted to co-operate with Parliament up to 1642?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the King wanted to co-operate with Parliament up to 1642. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the King wanted to co-operate with Parliament in the period before hostilities broke out in 1642. Candidates should be able to consider whether the interpretation is valid and supported by the sources or is there evidence to the contrary?
- answers will generally refer to the authorship of the sources and link this to the view that the King was seeking Parliament's active co-operation to accomplish this.
- Source D states that Charles was not seeking vengeance but was simply trying to purge Parliament of some troublesome opponents. At the very least he wished to control members of Parliament. It was only after Parliament refused to help him arrest the six men that the King resolved to close the institution. Had it co-operated, the King might have acted differently.
- the modern historian supports the view that the King was trying to undermine the power and authority of Parliament. Besides attempting to remove those members whom he disliked and distrusted, he was seeking to control, if not destroy, the institution.
- answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1–6 marks	1–2 marks	10
Level 2	4 marks	7–14 marks	3–4 marks	22
Level 3	6 marks	15–20 marks	5–6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1–10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1–4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5–7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8–10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11–22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11–14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15–18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19–22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23–32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23–25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26–29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30–32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources D, E and F in understanding the causes and events of the Civil War to 1648?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the causes and events of the Civil War. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of the causes of the Civil War between 1629 and 1649. Both sides were equally stubborn.
- the sources are limited in that only one of the three relates to events during the war. Both sides appear to have been as aggressive as the other.
- the source relating to Prynne suggests that his contribution has been overestimated and that modern historians may be more scornful of his participation.
- the King was stubborn and his own worst enemy. Strode was highly critical of him. The King's decision to secretly negotiate with the Scots to resume the war on parliament must be noted and evaluated.
- answers will consider the strengths and limitations of the sources by giving a clear indication of the problems that existed in the Kingdom and their effect on the relationship between the Crown and Parliament and what this meant for the people. This helps explain the reasons why the nation drifted to war.
- there should be some discussion of the wider range of sources that could be of use in understanding developments during this period.

QUESTION: 2(d)

How useful are Sources B, E and F to an understanding of the causes and events of the Civil War to 1648?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the causes and events of the Civil War to 1648. Some of the issues to consider may include:

- the sources give a clear indication of some key events during the war with strong hints as to why that war broke out. Two of the sources cover the period leading up to Civil War while the third dates from 1648 at its end and just before the execution of the King.
- answers will consider the strengths and limitations of the sources in that they focus on events mainly on or before 1642 and 1648. In addition, the views of a modern historian are represented alongside those of biased contemporaries.
- Pride's Purge and the Petition of Twelve Peers were significant events as it hardened attitudes towards the King who was unwilling to compromise.
- there should be some discussion of the wider range of sources that could be of use in understanding developments during this period.



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY2

DEPTH STUDY 3

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

1232/03

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 3

REFORM AND PROTEST IN WALES AND ENGLAND c. 1830-1848

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source E mean by the phrase “Our progress as to the reduction of able bodied pauperism is most satisfactory”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- Source E is referring to one of the main objectives of the Poor Law Amendment Act to reduce what were regarded as large numbers of workers on poor relief who were able to work but dissuaded by the lavish generosity of the existing poor law!
- the author is clearly a convinced exponent of the new law.
- his use of language is significant “idle” and “disreputable”. He is clearly in favour of the legislation.

QUESTION: 2(a)

What does the author of Source E mean by the phrase “we drive over to the side of revolution those whom we shut out from power”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- (the author is speaking during a debate on the Reform Bill)
- Source A is the classic Whig justification for reform – if we do not reform we shall lose the vital support of those who could vote and who might be our natural allies.
- Macaulay’s view is important as it explains government thinking at the time – it is a highly persuasive argument designed to put the case for moderate reform on the floor of the House of Commons. It deals head on with the Tory argument about the thin end of the wedge of parliamentary reform.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How important was the need for public health reform in the period 1830-1848?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the need for public health reform. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the need for public health reform. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the sources provide clear evidence of the deficiencies in water supply in London and Merthyr.
- candidates will be aware of the appalling consequences of inadequate water supplies especially cholera epidemics in the 1830s and 1840s.
- Edwin Chadwick's influential 1842 report demonstrates the importance of the issue.
- Source A is a contemporary anonymous engraving with all the usual problems of provenance but Source B is a sober report from a respected source.

QUESTION: 2(b)

How important was rural protest in the period 1830-1848?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of rural protest. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of rural protest. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A accurately portrays the concerns of local magistrates in maintaining law and order in Norfolk. Source B characterises the Rebecca riots rather contemptuously.
- rural protest was widespread in 1830-31 and seriously alarmed the Whig government: the Swing riots were a major factor in bringing about reform of the poor law. Despite Engels's sarcasm the Rebecca riots were treated seriously by Peel's government.
- Source A makes clear the magistrates' view which is sympathetic to the plight of the labourers, even asking landowners to increase wages. It is an interesting viewpoint – the law would be enforced but the rioters' grievances are acknowledged. Source B is a socialist viewpoint and is frankly dismissive of the Rebecca movement portraying it as comical.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that the 1832 Reform Act was a conservative measure?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the 1832 Reform Act was a conservative measure. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the 1832 Reform Act was a conservative measure. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. Source C is a jaundiced radical view highly critical of the Reform Act. Source D is a considered view of an historian reflecting on the power of the landed gentry after the Act.
- Source C explains that the Reform Bill is deceptive and not at all generous to the working classes. Source D agrees that the establishment was strengthened by the Act particularly in rural areas.
- the extension of the vote was significant but the Whigs always intended that reform should be introduced to ally the middle classes with the aristocracy and remedy the worst abusers of the old system. An alternative interpretation is that the reform set a precedent for further change and stimulated the Chartist movement.

QUESTION: 2(c)

Do you agree with the interpretation that poor law reform was introduced to save money?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of the reasons why the Poor Law was reformed. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether Poor Law reform was mainly introduced to save money. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. The Northern Star was the main Chartist newspaper, a fierce opponent of the new poor law whereas Source D is the considered view of an academic historian reflecting on the assumptions behind the new law.
- Source C explains that the new law was designed to reduce wages. It supports Source D which emphasises the expense of the old poor law as a motivator for reform.
- whilst cost was a factor there is no doubt that utilitarian philosophy lay behind the new laws' design: the pleasure/pain principle, thorough investigation and centralised authority all of which were exemplified in Chadwick's report. The impact of the Swing riots in 1830-31 was important but there was cross party consensus about the desirability of reducing the numbers of able-bodied poor. The expenditure on rates did come down after 1834.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources B, E and F in understanding reform and protest in Wales and England, 1830-48?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with reform and protest in the period. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of the poor law, public health and the corruption of the old parliamentary system.
- the sources provide the viewpoint of a strong adherent of the new poor law system, the sober judgement of a respected public health inspector and the savage wit of radical lampooning the greed and corruption of the unreformed system.
- the sources do not provide coverage of other aspects of popular protest such as Rebecca, Merthyr and Chartism. The context on factories and mines reform and educational reform is missing.
- there should be some discussion of the wider range of sources that could be of use in understanding reform and protest 1830-48 during this period

QUESTION: 2(d)

How useful are Sources B, E and F in understanding reform and protest in Wales and England, 1830-48?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with reform and protest in this period. Some of the issues to consider may include:

- the sources are useful in finding out about the Reform Bill and Rebecca riots.
- Source E is a classic Whig review, put forward by an extremely able MP and historian, famous for his persuasive powers. Engels's socialist bias is clearly evident as is his disdain for the Rebecca riots. The evident bias of Source F should be obvious with the semi-religious presentation of the Whig reformers and William IV.
- there are many aspects of reform and protest which are not covered particularly Chartism, Merthyr and most social reform apart from poor law reform (public health, factories, mines and education).
- there should be some discussion of the wider range of sources that could be of use in understanding more about reform and protest during this period



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY2

DEPTH STUDY 4

CHANGE AND CONFLICT IN WALES, 1900-1918

1232/04

**HISTORY MARK SCHEME
UNIT 2**

DEPTH STUDY 4

**CHANGE AND CONFLICT IN WALES,
1900-1918**

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source D mean by the phrase ‘it is the things that directly change the nature of society that are important in the South’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- reference to social deprivation on South Wales
- reference to inwards migration
- the specific areas of industrial disputes and industrial hardship
- regional differences in respect of population growth and effects on the local communities.
- the author’s standpoint in relation to this issue; a left wing welsh nationalist publication which would concentrate on South Wales and support the plight of Welsh workers.

QUESTION: 2(a)

What does the author of Source B mean by the phrase ‘the traditional relationship between employer and worker has not been affected in any way.’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- The author’s standpoint in relation to this issue; a conservative viewpoint with an establishment viewpoint.
- reference to some recent strikes and riots e.g. Cardiff riots, Tonypany, Llanelli, Penrhyn
- effects of such riots on the local community
- results of, and events during industrial disputes

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

What was the significance of poverty in Wales in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of poverty in Wales in this period. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of poverty in Wales in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the way attitudes to poverty had changed
- Source A refers to poverty and the need for support
- Source B mentions the effects of the lack of support on the family health
- Source A is from a left wing LRC MP and would favour intervention to help poverty
- Source B is from a magazine devoted to religious and moral issues and would therefore support reform in order to promote a more inclusive agenda and tackle poverty.

QUESTION: 2(b)

What was the significance of industrial unrest in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of industrial unrest in this period. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of industrial conflict in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- how the industrial conflict have been presented by both sides, hateful disorder or minor disturbances
- Source A refers to the Cardiff riots and their severity
- Source B refers to minor disputes that caused no major rifts
- Source A is from a business perspective and may be influenced by the desire to see commerce continue unaffected or by their loss of earnings as a result of industrial conflict
- Source B is an editorial comment in the Western Mail and as an establishment newspaper it may be playing down the effect of such disputes.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that the people of Wales mainly opposed the investiture of 1911?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the people of Wales mainly opposed the Investiture in 1911. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which the people of Wales opposed the investiture of 1911. Candidates should be able to consider whether this interpretation is valid and supported or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- expect discussion of the viewpoint of a historian who would have done some research despite the broad nature of his study period. He has obviously concluded that David Lloyd George was giving his own view though he knew the truth would be very different. Source C seems to imply that even DLLG knew there was opposition to the investiture.
- the evidence of Source D supports the interpretation to some extent, though opposition seems to be limited to apathy rather than direct opposition. As a left wing paper *Llais Llafur* may make light of the whole event in favour of concentrating on the plight of the workers.
- candidates will consider alternative interpretations about whether Wales opposed the investiture in 1911. The North / South divide may be mentioned as well as direct support for the investiture.

QUESTION: 2(c)

Do you agree with the interpretation that Lloyd George was an unpopular politician?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that Lloyd George was an unpopular politician. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent that Lloyd George was an unpopular politician. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- expect discussion of the viewpoint of a Liberal Party organiser who was clearly biased, if not racist in his views.
- the evidence of Source D implies that Lloyd George was responsible for both negative and positive feelings towards himself and candidates may therefore discuss whether this interpretation is valid. Either standpoint is acceptable.
- candidates will consider alternative interpretations about whether Lloyd George was an unpopular politician in this period. People voted for him and he certainly championed the poor and the elderly who would have supported many of his policies and viewpoints. Other sections of society and government may well have opposed and even loathed him.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources A, E and F in understanding change in Wales, 1900-1914?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with change in Wales, 1900-1914. Some of the issues to consider may include:

- The sources give a very useful summary of some issues that affected Wales in this period. In particular the issues of state aid and the poor housing and sanitary situations are clearly stated. The state of soccer and rugby in Wales is stated as well.
- There are many other important issues not really covered, such as industrial conflict or economic change. Thus as an overall picture, the collection is limited. Industrial conflict in quarrying areas is not covered, neither are the influential religious and educational developments of the period.
- There is a variety of source material, including a speech by a prominent MP, a newspaper and a sports history book. Candidates should consider the strengths and weaknesses of the origin and purpose of the sources.
- There will be a discussion of the greater range of sources available to an understanding of Wales in this period.

QUESTION: 2(d)

How useful are Sources A, E and F in understanding change in Wales, 1900-1914?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with change and conflict in Wales, 1900-1914. Some of the issues to consider may include:

- the sources give a very useful summary of some issues that affected Wales in this period. In particular the issues of the Cardiff riots and the dreadful state of the poor and their need for aid in Source E. Source F shows the power of the Unions and their march to ruin.
- there are many other important issues not really covered, such as other industrial conflicts and economic and social, religious and cultural change. Thus as an overall picture, the collection is limited. Industrial conflict in mining and quarrying areas is not covered, neither are the influential religious, cultural and educational developments of the period.
- there is a variety of contemporary source material, including a speech, a magazine and a letter. Candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources.
- there will be a discussion of the greater range of sources available to an understanding of Wales in this period.



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY2

DEPTH STUDY 5

BRITAIN, 1929-1939

1232/05

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 5

BRITAIN, 1929-1939

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source E mean by the phrase “the unemployed are drawn towards groups that are interested in creating trouble and political disharmony”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the rise of minority parties in Britain during the 1930s such as the British Union of Fascists, the Communist party, and Plaid Cymru
- reference may be made to specific events such as the Battle of Cable Street or the Bombing School incident in Wales
- reference may be made to the fear of minority parties and their leanings towards disorder and social disharmony and aggressive attitudes of Moseley.
- the author’s standpoint in relation to this issue, a left wing paper which may be critical of Government policies and may be showing a political bias in its views.

QUESTION: 2(a)

What does the author of Source E mean by the phrase “they have thrown the unemployed back on the scrap heap to satisfy city bankers”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the context of the financial crisis which led to cuts in wages and benefits.
- reference may be made to specific cuts in the May report which led to 10% cuts being suggested which would lead to poverty.
- reference may be made to the cuts causing a rift within the second Labour Government
- the author’s standpoint in relation to this issue, a prominent political, economist, writing in her diary may be giving a view not intended for public consumption.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How significant were the effects of unemployment in Britain in this period?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the effects of unemployment in this period. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of unemployment in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will demonstrate that the significance of the effects of unemployment, as conveyed in the sources, was a negative one. Financial difficulties impacted on families in terms of finances and health.
- Source A paints a bleak and depressing picture of the boredom of unemployment
- Source B says that unemployment changes lives and adversely affects people's health and state of mind
- the view of life in certain regions is clear from the personal standpoint of the novelist as conveyed in his work – he paints a bleak picture of life in this area but may be doing so to make his work popular as well as controversial. Source B is a contemporary recollection of life for a particular family.

QUESTION: 2(b)

How significant was government action in response to the Depression?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the government reaction to the depression in this period. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the government response to the depression in this period. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- answers will demonstrate that there is disagreement in the sources over the importance of the government response.
- Source A says that people were living in very poor housing and health issues were evident due to overcrowding
- Source B says that life improved due to government spending on housing and modernisation programmes.
- the lack of action in certain areas is clear from the view of poverty in South Wales seen in Source A, in 1933, but a broader view of developments in all of Britain throughout the 1930s may be given in Source B.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that the 1930s was a period of development and prosperity?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the 1930s was a period of development and prosperity. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which the 1930s can be considered a period of development and prosperity. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source C suggests that development has indeed been the hall-mark of Britain in the 1930s.
- Source D suggests that there were varied opportunities and developments in the period
- Source C is part of a speech by the then Prime Minister Stanley Baldwin written with a clear political overtone. The tone of the report is likely to be positive in order to praise the achievements of the Government to gain support. Evidence like this certainly supports the interpretation given in the question.
- Piers Brendan also agrees with the interpretation in the question and this could be due to the more objective perspective provided by hindsight and the availability of evidence. Also he is a specialist in this period.
- candidates will consider alternative interpretations about the period such as it was not characterised by development and prosperity for all and there was considerable regional variation where there was little economic progress seen.

QUESTION: 2(c)

Do you agree with the interpretation that the 1930s was a period of unrelenting suffering?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the 1930s was unrelenting period of suffering. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which the 1930s can be considered a period of suffering and hardship. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source C suggests that the 1930s was not all about suffering and hardship and there were many positives. Source D also suggests that there were so many developments that life did improve for a vast majority.
- Source C is part of a survey by George Orwell which seems to imply that suffering was made easier by cheap luxuries, while not fully agreeing with the interpretation candidates may imply some element of agreement because of tone, or even disagreement depending on how they view the source. The source praises the developments without dismissing the effects of the depression. Evidence like this could certainly be used to support elements of the interpretation given in the question.
- the view of Norman Gash also disagrees with the interpretation in the question and this could be due to the more objective perspective provided by hindsight and the availability of evidence, but may also be due to political bias because the Conservative party held sway in the National Government. Also he is a specialist in the history of this party.
- candidates will consider alternative interpretations about the period as it was not characterised by suffering and hardship for all and there were considerable regional variations in certain areas which saw an element of prosperity.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources B, E and F in understanding Britain, 1929-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Britain 1929-1939. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of the changes in the period such as poverty as depicted in a recollection, and the effects of the depression on growing crime rates as seen in Source E, and the resentment to MacDonald forming a National Government
- the poverty suffered by many is mentioned in two sources, but not fully explained and there are other social and economic problems omitted. The sources neither do nor portray any positive developments in the period in leisure, sport, tourism or entertainment.
- the sources provide the views of a contemporary and her view of the period, a left wing paper and a cartoon, all writing for particular audiences for a particular reason. Candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect of any bias on utility in respect of the origin and purpose of the sources
- there will be a discussion of the greater range of sources available to an understanding of Britain in this period.

QUESTION: 2(d)

How useful are Sources A, E and F in understanding Britain 1929-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Britain 1929-1939. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of the period namely, the unsanitary and overcrowded housing situation in some areas, the resentment felt by some towards government due to a lack of action, and the attitude towards modernisation and the subsequent effect on labour.
- the poverty suffered by many is not elaborated upon explicitly in the three sources, and the developments seen in the 1930s is only touched upon. Developments in cultural affairs are also not discussed as well as further political responses to the depression both by workers and various political parties.
- the sources provide the views of a social commentator from the period and from a satirical cartoon, both writing for a particular audiences. plus the view of a contemporary politician. Candidates should consider the strengths and weaknesses of the sources and should consider issues such as the effect any bias on utility in respect of the origin and purpose of the sources.
- there will be a discussion of the greater range of sources available to an understanding of Britain in this period.



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY2

DEPTH STUDY 6

THE GERMAN REFORMATION, c.1500-1555

1232/06

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 6

THE GERMAN REFORMATION, 1500-1555

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source A mean by the phrase ‘it is incredible what this ignorant and imprudent friar spoke about and promised people’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- Myconius, a supporter of Luther, refers to the sales pitch which Tetzel employed to extract money from relatives of the dead to prevent their loved ones having to reside for any time in purgatory, the stage before judgement for heaven or hell. Tetzel virtually guaranteed salvation even for the most heinous of sins. He was an enthusiastic salesman who according to Myconius had overstepped the mark in his identification of what the purchase of this special indulgence would deliver.
- the author is a supporter of Luther’s teachings and this is a memoir of personal witness of Tetzel’s methods in selling indulgences in which he played on the vulnerability of grieving relatives.
- it is also written after the publication of Luther’s Ninety Five Theses in 1517 which condemns the buying of salvation and thus condemned indulgences as passages to salvation. This issue was fundamental to the break with Rome.

QUESTION: 2(a)

What does the author of Source A mean by the phrase ‘you have stirred up all of Germany’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the reference to Luther’s challenge to the value of indulgences as aids to salvation. His theses of October 1517, reputedly pinned to the castle church door in Wittenburg, negated the need to buy forgiveness and even suggested that it was a dangerous act to do so as forgiveness was God given.
- this was a profound attack on the teaching, power and finances of the Catholic Church and as such a nationalistic call to Germans to question Rome.
- the author’s standpoint in relation to this issue is questionable as it is Luther recalling the words of the Cardinal. It is only his recollection of the meeting he had with the established Church to answer their serious concerns about his challenge to many aspects of their doctrine.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How important were corrupt practices in the Catholic Church as a cause of the German Reformation?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of corrupt practices within the Church as a cause of the German Reformation. Candidates are also expected to use their knowledge of the period to demonstrate understanding of the importance of corrupt practices in the Church. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- corrupt practices in the Church as a factor in causing the Reformation in Germany were important in a number of respects. There may be reference to the clerics' shortcomings, the corrupt popes and Papacy, the selling of indulgences to build St Peter's in Rome and the selling of holy relics.
- these sources illustrate that corruption was obvious and widespread and much of it was sanctioned by the Catholic Church for financial gain.
- Source B illustrates that there is abundant evidence for those who wish to research it, of extensive corruption of clerics.
- Source A is written by a supporter of Luther in his memoirs and contains recollections of Tetzel's Indulgence Controversy. Also in this extract Myconius, the reformer, was aghast at the promises of Tetzel made in his sales pitch for his special indulgence.
- Source B, by a traditional historian, does not mention indulgences but refers to clerical and papal corruption.
- knowledge of Luther's reaction to Tetzel's indulgences selling and the general corruption of clerics as mentioned in his Ninety Five Theses would be an appropriate inclusion in any attempt to answer this question.

QUESTION: 2(b)

How significant was the Papacy's treatment of Luther in the development of the German Reformation?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the Papacy's treatment of Luther in the development of the Reformation in Germany. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the Papacy's treatment of Luther as a vehicle which aided the Reformation in Germany. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- the Papacy's treatment of Luther was significant because it did not deal with his challenge but instead publicised it. There may be reference to the traditional response of the Catholic Church to the publication of Luther's Ninety Five Theses, which was to engage him in debate. Reference might also be made to the meetings with Eck and Cajetan where Luther did not win the debate but provided Luther with a platform to address a wide audience in Germany.
- the strength of Luther's stance and challenge to the Catholic Church which these sources illustrate is clearly demonstrated by the next move of the Church which was the attempt to excommunicate him.
- each author sees the Papacy's treatment of the reformer as a very significant factor in the development of the Reformation. In Source A, Martin Luther himself shows his bemusement at Cajetan's treatment at their famous meeting at Augsburg in 1518. It is, however an extract from Luther's recollections and care needs to be taken in its evaluation.
- Source B, written in 1999 by the academic historian John Lotherington, is a text designed for A Level study. This source categorically states that Church 'authorities' were responsible for escalating the development of the Reformation in Germany by their early treatment of Luther's challenge.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that Luther himself was largely responsible for spreading his beliefs?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that Luther himself was largely responsible for spreading his beliefs. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which Luther himself was largely responsible for spreading his beliefs. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source C is explicit in its view that Martin Luther himself believed that it was not him alone that was responsible for the idea in his publications. This extract from a key figure in this movement promotes the opinion that he had little to do with support for the dissemination of, his ideas. Thus Luther's private letter to another religious reformer does not support the interpretation in the question because it does not choose to conclude that the period of his ideas were his doing or indeed his wish as expressed in this short extract.
- Source D, by the academic historian Keith Randell, gives the viewpoint that the Reformation in Germany was the result of Luther's preaching and to his literary output and in particular to his published Small and Large Catechisms. This viewpoint supports the interpretation offered in the question that Luther was largely responsible for disseminating his beliefs.
- candidates will consider alternative interpretations about why the Reformation spread such as economic and social strife which made Germany ripe for change. They may mention the view that the corruption of the Catholic Church was a catalyst for reform and that the availability of the printing press and the existence in Germany of a literate, urban population aided dissemination. Also they may mention that a modern interpretation rejects the concentration of the power of individuals in the course of history and offers a more balanced view involving a range of factors.

QUESTION: 2(c)

Do you agree with the interpretation that most towns in Germany were enthusiastic supporters of the Reformation?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that most towns in Germany were enthusiastic supporters of the Reformation. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which towns in Germany supported the Reformation. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source
- Source C is by a modern academic historian which illustrates that imperial towns were subjected to Reformation teaching and this aided the pressure to break with Rome. This historian states that even more cautious cities found it difficult to resist the pressure for change. This supports the interpretation in the question.
- Source D also illustrates the pressure which the diktat of the Edict of Worms placed on the city councils and ultimately forced them to consider the call for reform of abuses. This official declaration also illustrates the cities as being important but cautious in their consideration of the need for reform. Therefore Source D provides similar support for the interpretation in the question.
- candidates will consider alternative interpretations regarding why the Reformation developed such as social and economic grievances, criticisms of the conduct of the Catholic Church, as well as the disorganised and disunited response from the political authority of Charles V and the religious authority of the Papacy and the Catholic Church.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources D, E and F in understanding the German Reformation to 1555?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the German Reformation to 1555. Some of the issues to consider may include:

- the sources highlight some of the reasons for the schism in Germany and they display views on the extent of the role played by Martin Luther in the spread of his beliefs. Some consideration is given to the role of the Papacy in acknowledging corruption and abuse and attempting to engage with reform of the Catholic Church. All of these were factors which aid understanding of the German Reformation.
- there will be reference to limitations of coverage, with the sources mainly focussed on the latter part of the period under discussion. There is nothing on the challenge presented pre Diet of Worms or the involvement of imperial power. The cities, princes and the reaction of the peasants are not considered.
- concurring opinion on the need for reform of the Catholic Church is given and Luther's industry and effectiveness is assessed in two sources.
- the reflections from academic historians specialising in this topic are useful but the full spectrum of coverage of religious, economic, social and political change is not included and the sources are limited in that they mainly cover the earlier part of the period under reflection.
- there will be a discussion of the greater range of sources available to an understanding of the German Reformation in this period.

QUESTION: 2(d)

How useful are Sources D, E and F in understanding the German Reformation to 1555?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the German Reformation to 1555. Some of the issues to consider may include:

- the sources highlight some of the factors involved in the development of the Protestantism in Germany to 1555 and they display views on the extent of the role played by Luther and his publications and the urban population.
- there will be a reference to limitations of coverage, with the sources mainly focussed on post 1522. No consideration is given to such areas as the role and importance of Humanists, Luther's initial challenge with his Ninety Five Theses, Luther's ex-communication, the role of the princes of Germany and social and economic grievances.
- Luther's opinion in 1522 is given along with the illustration of the front page of his significant publication of The Small Catechism. view of an academic historian in a modern publication, albeit in a general book on sixteenth century reform in the whole of Europe not just Germany The 1526 official declaration of German cities to the Emperor Charles V is also offered here.
- the reflections from a key player and a significant official document are useful but the full spectrum of coverage of religious, economic, social and political change is not included.
- there will be a discussion of the greater range of sources available to an understanding of the German Reformation in this period.



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY2

DEPTH STUDY 7

THE FRENCH REVOLUTION, 1780-1796

1232/07

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 7

The French Revolution 1780-1796

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source E mean by the phrase ‘But I believe that the real reason for Parlement’s opposition is the proposal to set up Provincial Assemblies?’

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase suggests that there was continued opposition to the crown following the dissolution of the Assembly of Notables as observed in a secret dispatch to the British Government.
- The financial problems of the French Government prompted Louis to embark on a reform programme which needs some sort of national approval. His expedient was to summon the Assembly of Notables.
- the author believed that their opposition is more motivated by self interest than championing the rights of the nation.

QUESTION: 2(a)

What does the author of Source A mean by the phrase ‘Monarchy as a system is now entirely discredited’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the source is written just after the Champ de Mars Massacre
- the author is horrified by the events and expresses this horror in a letter to a friend.
- the attack of the Champ de Mars was seen as an attack on innocent citizens carrying onto peaceful activities.
- the obvious blame attached to the monarch is an indication of how the reputation of that institution now lay in tatters.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How significant was the storming of the Bastille?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the storming of the Bastille. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the storming of the Bastille. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the storming of the Bastille has been achieved as result of mass popular support by an armed and violent crowd. Moreover this action has prompted some of the highest profile member of the second estate (including the kings own brother) to flee Paris. The author – von Fersen - is a close confidant of the Queens and also a Swedish diplomat. His role would be to accurately record events for his government.
- Source B is the view of a journalist for the Times based in Paris. This is a paper which was widely read by the upper classes in Britain the majority of whom would have been alarmed at the scale of the disorder sweeping the French capital. The most disturbing element of this report is that the army appears to be abandoning the King. Accordingly to the journalist Paris is in a tense state and the Queens and her brother in law are the two most hated figures in the capital.
- Within the context of the unfolding crisis in France since the summoning of the Estates general in May 1789, the storming of the Bastille was seen as a dramatic escalation in the crisis and the first serious outbreak of violence on a large scale.
- The significance of the storming of the Bastille was that it marked a dramatic challenge to the authority of the King. This was the first of the *journées* and not only did it indicate a breakdown in authority, it also prompted the first wave of emigration by the nobility.

QUESTION: 2(b)

How significant was the Champ de Mars massacre for the growth of Republicanism?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the Champ de Mars massacre for the growth of Republicanism. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the Champ de Mars massacre for the growth of Republicanism. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the massacre of peaceful demonstrators by the National Guard had had a shocking impact on many and that the King has a great deal to answer for. The author is a prominent member of the Girondin and pulls no punches in her condemnation of the crown.
- Source B reinforces the view that what happened on the Champ de Mars was a bloody massacre of a peaceful crowd. This was a crowd which placed its faith in the Monarchy and the law – the perpetrators according to this pro-Jacobin newspaper, were the forces charged with upholding the law.
- Both sources are from opponents of the crown Mdm. Roland a prominent Girondin and the article from *Les Revolution de Paris*. They could hardly be described as impartial observers.
- The significance of the tragic events which occurred on the Champ de Mars is that among some sections of French society their rather lukewarm support of the notion of constitutional monarch received a deep blow. Many on the left grew increasingly disillusioned with the Monarchy and started to consider seriously the notion of republicanism. This event following closely on the heels of the Flight to Varennes sealed the monarchy's fate in the eyes of many.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that the National Assembly's policies were successful?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the National Assembly's policies were successful. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which the National Assembly's policies were successful. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- the sources show conflicting evidence and reveal the difficulty of finding an absolute answer as to the issues of whether the policies were successful.
- Source D is the view of a highly respected academic historian writing in a major work on the French revolution. Doyle believes that the National Assembly's policy toward the Catholic church regarding the oath to the clergy was a great turning point in the revolution since it compelled an important group of men – the clergy to a deliberate choice either for or against the revolution. Such a policy could well be considered far from successful and highly contentious.
- Source C refers to the debate over the proposed constitution was a lively one and that Sieyes who had enormous prestige – gained as the author of the best selling and influential pamphlet – *What is the Third Estate?*, was outlining his thoughts regarding which citizens ought to participate in the democratic process. This is the view of a leading theoretician suggests that not all French men deserved to be active citizens. This was a very controversial yet influential view – much opposed by the Jacobin. He acknowledges the importance of this reform in bringing a measure of democracy to France.
- candidates will consider alternative interpretations regarding the success of its financial proposals and tax reforms.

QUESTION: 2(c)

Do you agree with the interpretation that Louis XVI was responsible for the outbreak of the French Revolution?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that Louis XVI was responsible for the outbreak of the French Revolution. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the reasons for the outbreak of the French revolution. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source B suggests that the origin of the French Revolution was the result of a combination of circumstances which reached a critical point in the 1780's, part of this Louis refusal to accept that his authority had changed.
- Source C indicates that conditions in France were ripe for revolution when Louis ascended the throne and the implication being that he was not responsible although as the figure responsible for government he had a central role. Barnave focuses on the two privileged orders as holding the key to the outbreak of the revolution.
- answers will discuss the standpoint of each author. The author of Source D is a leading academic writer and authority on the French revolution. The views are produced in a pamphlet which is not likely to be detailed. Moreover as a study guide it will seek clarity rather than detail in its analysis. The other author (Source C) is a former Jacobin awaiting execution of a factor which may have coloured his interpretation
- the sources show a broad measure of support for the interpretation that Louis was not responsible for the outbreak of the revolution as some circumstances were beyond his control and largely inherited by him.
- candidates will consider alternative interpretations regarding what brought about the Revolution such as the spread of radical ideas by the philosophes and the undermining and discrediting of the Catholic Church.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources D, E and F in understanding the development of the French Revolution to 1792?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are useful in touching upon some of the issues which contributed to the development of the Revolution, including areas such as the opposition of the Parlement of Paris (Source E), the oath of the Clergy (Source D) and the Flight to Varennes (Source F)
- Source E is useful as it sheds light on what may be the real motivation behind the opposition of the Parlement to Louis' reforms. Source D refers to some of the policies of the National Assembly. Source F is a satirical look at the arrest of Louis at Varennes and mocks his physical attributes and love of good food. He is portrayed as a rather hapless figure.
- there are a number of significant omissions and long-term causes are not mentioned.
- the sources provide the views of a known opponent of a British diplomat (Source E) a prominent historian (Source D) and a British satirical print mocking Louis' situation and his physical attributes (Source F). All in their way provide useful insights but also are from being impartial commentators.
- there will be some discussion of the wider range of sources that could be of use in understanding developments in France during this period, and the narrowness of the range and type of sources selected for this enquiry, such as the key changes made particularly in relation to the origin and course of the revolution. There is nothing on how the structure of the ancien régime contributed to the financial crisis or what the scale of the crisis was. Although the constitution is mentioned there is nothing about its terms. The war is also overlooked.
- there should be some discussion of the wider range of sources that could be of use in understanding the period during this period.

QUESTION: 2(d)

How useful are Sources C, E and F in understanding the development of the French Revolution to 1792?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the development of the French Revolution to 1792. Some of the issues to consider may include:

- the sources are useful in touching upon some of the issues which contributed to the development of the Revolution, such as some of the conditions which contributed to the outbreak of the revolution (Source C), the work of the National Assembly is noted (Source E) and a view of the fate of the Catholic Church (Source F).
- Source C is useful as it suggests how the privileged orders contributed to the origin of the revolution. Source E challenges the notion that the national assembly has been inactive and list some of its early achievements, while Source F relates how opponents of the revolution viewed its treatment of the Catholic Church.
- there are a number of significant omissions and long-term causes are hardly mentioned.
- the sources provide the views of contemporary observers who are far from being impartial – a former Jacobin awaiting his fate, a deputy to the national assembly clearly proud of its achievements, and an anti-revolutionary.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in France during this period, and the narrowness of the range and type of sources selected for this enquiry, such as the nature of the financial problems which beset the country, the dramatic nature of event in 1789. There is nothing which suggests why the revolution drifted into war.



GCE MARK SCHEME

JANUARY 2014

HISTORY - UNIT HY2

DEPTH STUDY 8

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

1232/08

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 8

THE CRISIS OF THE AMERICAN REPUBLIC, 1848-77

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source E mean by the phrase “At this point in the war the north must destroy the slave owners or become slaves themselves”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Points that may be made will include: Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the common northern perception of “slave power” – slaveowners dominating the politics of the South and the Democratic party and thrusting the country into Civil War.
- Halleck is a senior Union general and his perception that the character of the war is now more ruthless is an important one.
- Halleck’s letter to a fellow general is revealing, highly reliable and valuable in explaining the context of the position of the war by 1863.

QUESTION: 2(a)

What does the author of Source E mean by the phrase “the growing agitation on the subject of slavery”?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the phrase refers to the early anti-slavery campaign connected with William Lloyd Garrison, National Anti-Slavery Society, Frederick Douglass and the impact of the “Great Awakening”.
- Calhoun was an early proponent of secession and a southern politician who would see the anti-slavery campaigners in a jaundiced light. However in 1850 he is portraying himself as a moderate to see if a compromise could be reached.
- the phrase shows that even as early as 1850, politicians feared that slavery would be very divisive.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How significant were the campaigns of General Sherman in the American Civil War?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the campaigns of General Sherman. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the campaigns of General Sherman. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- both sources show the impact of Sherman's vital 1864-5 campaign, including reference to the destructions in South Carolina and the famous March to the Sea.
- Sherman was Grant's highly effective subordinate and a key Union general
- his campaigns were designed to destroy the morale and economy of the Confederacy using a new concept in warfare "total war" directly aimed at civilians.
- the campaigns were devastatingly effective in undermining the Confederacy and were a key factor in northern victory.
- both authors, a contemporary and an historian, have no doubt about the impact of Sherman's campaigns.

QUESTION: 2(b)

What was the importance of the battle of Gettysburg in the American Civil War?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the battle of Gettysburg. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the battle of Gettysburg. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A reveals that Lee has sustained a serious defeat and Source B suggests over-confidence may have been the reason.
- Gettysburg was regarded as a turning point – it was the last occasion Lee invaded the North and his army was decisively repulsed at Gettysburg which was a key Northern victory. To Lincoln's regret, Lee was allowed to escape to fight another day so the victory was not as complete as it could have been.
- Source A is typically a northern spin on events but for all that it is fairly accurate. Source B is also the viewpoint of a northern soldier, obviously not as complete as it could have been but in no doubt about the importance of the battle.
- Source A is typically a northern spin on events but for all that it is fairly accurate. Source B is also the viewpoint of a northern soldier, obviously not a neutral source, but nonetheless historians would agree that Gross's explanation had a grain of truth in it.

To reach the higher levels, candidates will be expected to analyse both the content and the authorship of the sources

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that Lincoln was committed to the emancipation of the slaves?

Candidates will need to demonstrate their ability to analyse and evaluate source material and use it to support arguments. They will also need to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of whether Lincoln was committed to the emancipation of the slaves. Points that may be made will include:

- candidates are invited to enter into a debate on whether Lincoln was committed to emancipation. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. There will be discussion of the immediacy of Lincoln's own explanation in a private letter (Source C) to a noted anti-slavery campaigner and the considered views of an academic historian in Source D.
- Source C clearly reveals Lincoln's priorities, top of which is the preservation of the union. Implicit in the letter is criticism of those likely Greeley who were fixated on the abolition of slavery. In Source D Wright points out that the proclamation gave the war a news focus.
- the issue is a key factor in the study of the Civil War and Lincoln's commitment was almost certainly dominated by the need to win the war. He only felt confident in issuing the proclamation after the strategic victory at Antietam and he rightly calculated it would have morale – destroying potential in the Confederacy whilst at the same time deterring the prospect of foreign recognition of the Confederacy. Candidates may fit their interpretation into one that recognises Lincoln's growing radicalism on the issue of slavery of which the proclamation was a vital first step.

QUESTION: 2(c)

Do you agree with the interpretation that Lincoln's election in 1860 was responsible for the outbreak of the civil war?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation of whether Lincoln's election in 1860 caused the outbreak of the civil war.

Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether Lincoln's election in 1860 caused the outbreak of war. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. Source C is a fairly typical southern view which sees Lincoln's election as the last straw; a view that is confirmed by the historian reflecting on events in South Carolina 50 or more years later
- Source C explains that Lincoln's election is symbolic of the power of the Republican party which is set out to destroy slavery (notice the phrases "property", "institutions") and the economy on which it depends. Source D confirms the sectional character of Lincoln's victory
- this is a key debate and candidates would be expected to comment on the strengths of sectional feeling in North and South. Despite Lincoln's protestations of moderation and focus on the extension of slavery, the wounds inflicted by decades of campaigning about slavery and the sectional conflict of the 1850s were too deep to be healed by 1860. Secession was widely supported in the South and in the view of many historians the inevitable consequence of Lincoln's election. What made war inevitable was Lincoln's uncompromising stance on maintaining the union at all costs, an inflexibility not yet apparent in his views on slavery.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources B, E and F in understanding the American Civil War to 1865?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination.

Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the American Civil War to 1865. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects in finding out about the changing character of war in 1863, a southern view of the impact of Sherman's campaign and an important part of the lead up to the outbreak of war (the issue of "bleeding Kansas")
- the sources provide the viewpoint of a senior Northern general in a private letter is very significant, as is the eyewitness account of the Confederate officer seeing and important episode in the war. The cartoon in Source F clearly delineates the divide between the emerging Republican party and the compromised Democrat platform on the extension of slavery. It is of course very biased but still valuable.
- there are many other factors to cover in the lead up to the American Civil War including the anti-slavery agitation, the 1850 Compromise, Dred Scott, John Brown's raid and the rise of Abraham Lincoln culminating in the 1860 Presidential Election. Much of the context of the Civil War itself is missing although Sherman is well illustrated.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in the USA during this period.

QUESTION: 2(d)

How useful are Sources B, E and F in understanding the American Civil War to 1865?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination.

Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with the American Civil War to 1865. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects in finding out about the viewpoint of a northern soldier about the battle of Gettysburg, the viewpoint of a leading Southern politician about secession, and a depiction of John Brown's execution
- source analysis and evaluation reveals the possibly biased view of a northern soldier although their content is fair, the searing criticism of the North in Source C and the depiction of the martyr Brown in a highly tendentious and inaccurate portrayal of his execution
- the compromise of 1850, the anti-slavery campaign, John Brown's raid and Lincoln's election are covered in the sources but there is no mention of Kansas, Dred Scott, Wilmot Provision or secession itself. A key battle, Gettysburg, is covered but the whole context of the war is not.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in the USA during this period.



GCE MARK SCHEME

HISTORY – UNIT HY2

JANUARY 2014

DEPTH STUDY 9

NAZI GERMANY, 1933-1945

1232/09

HISTORY MARK SCHEME

UNIT 2

DEPTH STUDY 9

NAZI GERMANY, 1933-1945

Part (a)

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

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; 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; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(a)

What does the author of Source E mean by the phrase ‘Cleansing of the trade unions and their un-German activities’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- in the period 1933/1934 the Nazis were concerned with consolidating their position in power. They wanted to establish a dictatorship and abolish the last remnants of democracy and create the unity of economic life.
- the reference in the Nazi newspaper is a reference to the desire of the Nazi regime to remove the ability of organisations like TUs to reach majority decisions. They no longer wanted to allow workers the right of free collective bargaining with their employers, and strikes were made illegal.
- the reference to cleansing is significant because this is a sympathetic newspaper which took the Nazi Party line. It therefore is suggesting that Trade Unions were impure organisations and anti German which challenged the power of Hitler and threatened the national interests of Germany.
- trade unionists were tainted with socialism and communism and therefore became an easy target for such newspapers. It is presented here as the acceptable face of worker/employer relations in this newspaper headline which is intended to sensationalise, but in reality it was a means of controlling the workforce.

QUESTION: 2(a)

‘What does the author of Source E mean by the phrase ‘The Police and the Ministry of the Interior are acting in the national interest’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the Nazi co-ordination of society was well underway by March 1933. The Nazis were concerned with all aspects of internal security. The new police/Gestapo regarded any attempts to maintain any other theory than National Socialism as a symptom of sickness, which threatened the unity of the German people. The function of the police from the direction in the Ministry of Interior from Frick, was to arrest enemies of National Socialism.
- in this Nazi newspaper the tone of the article is supportive of the arrest and imprisonment of anti Nazi forces such as Socialists; communists; democrats; workshy; homosexuals; Jews; and asocials.
- the phrase is really a reference to the preventative policing which was taking place.

Part (b)

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

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

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 some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; 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 give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (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.

QUESTION: 1(b)

How significant was the Nazi-Soviet Non-Aggression Pact 1939?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of the Nazi Soviet Non Aggression Pact. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the Non Aggression Pact. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- Source A suggests that the Non Aggression Pact as shown in the cartoon, was fundamental to the Nazi programme of expansion. It was a master stroke for the Nazi regime because it left Poland isolated; ruined the attempts by the West to incorporate the USSR into a formal alliance and in a secret protocol shared out spheres of influence which are shown in the cartoon. The agreement seemed to mark a u-turn in Nazi Soviet relations. It also would lead to a common frontier between the Soviet Union and Germany when Poland was absorbed.
- Source B provides a Soviet interpretation of the Pact which is not so positive for the Nazis. Stalin recognises the fact that by providing a common border with Poland could threaten the interests of the Soviet Union. He is hopeful that the Non aggression Pact will lead to war between Germany and the West.
- the cartoon certainly qualified the significance of the Non Aggression Pact since it cynically exposes the fragility of the agreement. The reference to Peace on Earth on the mantelpiece reflects the unlikely success in maintaining Peace. This is a contemporary objective view of the Pact from outside the country. It is a satirical cartoon of the Pact, but is consistent with the idea that the Pact was an opportunist measure and would not last. His view is targeted towards a European audience to highlight the duplicity of the Nazis and to solidify opposition.
- as a Russian, Stalin's personal view is interesting but should taken in the context of him having to justify an agreement with the enemies of communism to the Politburo. His view of the Pact is entirely subjective and is obviously bound to be negative for Germany and yet positive for the Soviet Union, and so highlights the fact that the Pact will likely lead to the outbreak of war between Germany and the West which is to the advantage to Soviet ambitions in Western Europe. This source highlights a negative significance of the Pact for Germany but a positive one for the Soviet Union, whilst the cartoon suggests that both have gained but the world may have lost.

QUESTION: 2(b)

How important was the relationship between President Hindenburg and Hitler for the Nazi consolidation of power between 1933-1934?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of the relationship between Hitler and Hindenburg on the Nazi consolidation of power between 1933-34. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the importance of the relationship between Hitler and Hindenburg to the Nazi consolidation of power between 1933-34. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- relations between the President and Hitler had been cool in the build up to Hitler's appointment as Chancellor in 1933. Indeed Hindenburg looked down upon Hitler as a social inferior and saw Nazis as violent forces within the society. Hindenburg believed that Hitler would be 'comfortably shackled' as Chancellor within the structure of the new government. Hitler for his part was keen to impress Hindenburg and the wider establishment that he could control the more radical elements within the Nazi movement. Hindenburg also showed support for Hitler's purging of the SA in 1934.
- Source A suggests that Hindenburg's prestige was priceless. Hitler was keen to exploit the popularity prestige of Hindenburg, as shown here in this Nazi propaganda poster for the March 5th election. The image in the poster of the President and Chancellor working together in a democratic election, where they are fighting for equality and equal rights was masterful. The commitment to all things German, Hindenburg representing the old and Hitler the new shows the importance of Hindenburg to the Nazi consolidation of power. The fact that this is a carefully constructed piece of Nazi propaganda will have a bearing upon the importance of Hindenburg because for the Nazis that was only a temporary concern. The aim as to attract the support of Germans. If Hindenburg could work with the Nazis then shouldn't every German?
- Source B certainly reveals the importance of Hindenburg to the Nazi consolidation of power. Hitler's impressive display of respectability and legality at Potsdam gave evidence of his commitment to traditional German values. The eye witness account reveals the way in which Hitler exploited Hindenburg's important propaganda potential. Since Source B is taken from an English journalist then it could be argued that it presents a subjective factual account, but the tone may be sarcastic especially since the title of the book was 'Insanity Fair'. It certainly confirms the importance of Hindenburg to the Nazi regime and why Hitler was exploiting Hindenburg's prestige at Potsdam.

Part (c)

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

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 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 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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

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 comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; 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. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; 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 relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

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.

QUESTION: 1(c)

Do you agree with the interpretation that the Nazis had solved Germany's economic problems by 1939?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that the Nazis solved Germany's economic problems. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether the Nazis solved Germany's economic problems by 1939. The debate is well known and candidates should be able to consider whether this interpretation is valid.
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source D suggests that one aspect of the economic problems facing Germany was not solved, namely unemployment, since the construction of the public works programme in the shape of the four lane motorways, had a marginal effect upon unemployment, and so this challenges the validity of the interpretation in the question. This is the view of an academic historian who is a specialist on Nazi Germany. This should give him some expertise in the matter especially since it is printed in a specialist book which examines the effects of Nazi policy upon German society which usually carries some veracity because of the targeted audience. However, it should be noted that the belief in the failure of the public works plan is more of a revisionist approach to the impact of economic policy.
- Source E challenges the validity of the interpretation in the question but from the perspective of the middle classes who hoped to benefit from Nazi economic policy. The SOPADE report challenges the view that the Nazis solved Germany's economic problems because it suggests that the middle classes were in a state of 'despondency and gloom'. However, candidates should comment on the fact that this source is based upon intelligence from agents who were anti Nazi and so they would have a stake in pointing out that the Nazi economic strategy was a failure.
- candidates may consider an alternative interpretation that the Nazi indeed solved aspects of Germany's economic problems such as unemployment but that other problems may have remained. That the Nazis promised bread and work and delivered may be one line which is taken by candidates. However, some may argue that the Four Year Plans were not completely successful and only part of the programme was underway at the outbreak of the Second World War.

QUESTION: 2(c)

Do you agree with the interpretation that Germany lacked effective leadership in the period 1933-39?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that Germany lacked effective leadership from 1933-1939. Some of the issues to consider may include:

- candidates are invited to enter into a debate on whether or not Germany lacked effective leadership. The debate is well known and candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source C suggests that Hitler withdrew from the machinery of government and made few decisions and so suggests that the interpretation is valid. This is the view of an academic historian specialising in the Third Reich and Hitler's role within it. He is likely to be part of a revisionist way of thinking about Hitler which challenged the accepted immediate post war theories which painted Hitler to be a strong dictator and that Germany had a strong chain of command. Candidates should comment upon the chosen audience of students and the extent to which the interpretation has been created to challenge accepted historical truths. However, it should be noted that the belief that Hitler was a weak leader has been given some currency at the time although perhaps his revisionist view should be treated with caution.
- Source D is from a local SA leader and suggests that there was no clear line of authority from above and so suggests that the interpretation in the question is valid. The fact that there was no clear direct line of authority suggests that the State had limited authority over individuals within it. Given that this is a local SA report should give some validity to the interpretation. However, the fact that this is anonymous could indicate that the writer had a personal grudge against the regime, as perhaps in the chain of command he may have been overlooked. On the other hand the fact that he does not wish to reveal his name could mean that he is wary for the consequences of revealing such hidden truths about the nature of Hitler's authority inside Germany. Certainly his view supports this revisionist theory of Hitler's leadership.
- candidates may consider alternative interpretations regarding that Hitler was in fact a strong dictator. The fact that he created a divide and rule structure, shows Hitler's strengths. Others may refer to the 'working towards Hitlers' theory, where individuals assumed powers and responsibilities which they felt were favoured by Hitler.

Part (d)

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

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

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, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

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.

QUESTION: 1(d)

How useful are Sources B, E and F in understanding Nazi Germany 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of life in Nazi Germany, including foreign policy (Source B) There is also reference to the crucial issue of Nazi social policy (Source F)
- Source B provides the views of a Soviet leader, Source E the perspective of a Nazi newspaper, and Source F the view of a subjective eye witness. The authorship needs to be evaluated for its utility. Volkischer Beobachter provides the official Nazi line in the shape of Nazi propaganda. Source E will allow the candidates to evaluate the newspaper in context of 1933. The fact that it is a subjective viewpoint has to be considered when deciding its veracity. In Source F the view of Christabel Bielenberg will allow the candidates to evaluate the contribution of a subjective English point of view instead of objective English perspective of the effects of Nazi on domestic policy such as the economy, religion, terror, propaganda and .
- coverage is limited as they do not include the utility of the collection. Although the source provide elements of the depth study, a range of key aspects of Germany in the period are not covered directly. This would include the impact of Nazi social policy for womens; youth and education, foreign policy in the early 1930s and the role played by the Nazi Party; racial policy etc.
- there should be some discussion of the wider range of sources that could be of use in understanding developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry.

QUESTION: 2(d)

How useful are Sources A, E and F in understanding Nazi Germany, 1933-1939?

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. Candidates are also expected to demonstrate their ability to discuss the sources in the wider context associated with Nazi Germany, 1933-1939. Some of the issues to consider may include:

- the sources are really useful in considering certain aspects of life in Nazi Germany, including areas such as the establishment of the dictatorship and consolidation of power 1933-34
- (Source A) and Nazi terror (Source E). There is also reference to the crucial issue of Nazi foreign policy in (Source F)
- the sources provide a Nazi poster, which will provide the official Nazi propaganda; an anonymous report from an SA leader and a speech by Hitler. The authorship needs to be evaluated for its utility. Source A, the poster, represents the official Nazi line regarding the campaign leading up to the March 5th election and the consolidation of power in the period 1933/34. It is likely to be an opportunity to mislead the German public into supporting National Socialism which seems unified with President Hindenburg. Source E is an extract from a Nazi newspaper. *Volkischer Beobachter* provides the official Nazi line in the shaper of Nazi propaganda. Source E will allow the candidates to evaluate the newspaper in context of 1933. The fact that it is a subjective viewpoint has to be considered when deciding its veracity. Source F presents the reflective mood of Hitler in 1939. He is trying to reassure the Commanders in Chief of the weakness of Germany's enemies.
- although the sources provide elements of the depth study a range of key aspects of Germany in the period are not covered directly. This would include further aspects of the consolidation of power and establishment of the dictatorship, the impact of Nazi economic and racial policies and education and youth and the role played by the Nazi Party
- there should be some discussion of the wider range of sources that could be of use in understanding the developments in Nazi Germany during this period and of the narrowness of the range and type of sources selected for this enquiry.



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