



GCE MARKING SCHEME

**HISTORY - HY4
AS/Advanced**

JANUARY 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2014 examination in GCE HISTORY - HY4. 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.

Period Study		Page
1	Aspects of The History of Wales And England, c.1483-1603	1
2	Aspects of The History of Wales And England, c.1603-1715	9
3	Aspects of The History of Wales And England, 1780-1886	17
4	Aspects of The History of Wales And England, c.1880-1980	25
5	Aspects of The History of Europe, c.1515-1621	33
6	Aspects of The History of Europe, c.1696-1815	41
7	Aspects of The History of Europe, c.1815-1917	49
8	Aspects of The History of Europe, 1878-1989	57
 In-Depth Study		
1	Wales and the Tudor State, c.1529-1588	65
2	Rebellion and Republic, c.1629-1660	69
3	Reform and Protest in Wales and England, c.1830-1848	73
4	Change and conflict in Wales, c.1900-1914	77
5	Britain, c.1929-1939	81
6	The German Reformation, c.1500-1555	85
7	The French Revolution, c.1776-1795	89
8	The Crisis of the American Republic, c.1848-1877	93
9	Nazi Germany, 1933-1945	97



AS/AL HISTORY

GCE MARK SCHEME

PERIOD STUDY 1

HISTORY - UNIT HY4

JANUARY 2014

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

1234/01

SECTION A

Question 1	Crown, Council and Parliament in the reign of Elizabeth, 1558–1603	40 Marks
<p>‘The Crown did not rule England after 1558, the Privy Council did’. Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the power and authority of the Privy Council and/or the Crown.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will focus on a discussion of the Privy Council’s growing authority but with due reference to the enduring power of the Crown. The Crown remained the most powerful institution in government.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will likely focus on a discussion of the Privy Council’s power and authority stating that in terms of parliamentary management and decision making there was certainly an increase. It had become an essential cog in the machinery of central government. The PC controlled the day-to-day business of government (central as well as local) by the 1590s. Nevertheless, candidates might challenge the premise of the question by suggesting that in terms of its political power the PC was still subject to the authority of the Crown – the PC did not control the Crown but rather the Crown controlled the PC. The Crown still had the power to block legislation, hire and fire ministers and deny patronage to those who challenged or opposed its authority.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the Privy Council ruled the kingdom after 1588 rather than the Crown. Candidates may argue that although the Crown retained its power and authority on paper its decline was due to human factors – an aging queen and a younger more energetic membership of the PC e.g. Sir Robert Cecil and Robert Devereux, earl of Essex. The rebellion and execution of Essex, a privy councillor, in 1601 could be used to show the fact that the Queen had lost control of the PC. Similarly, the fact that the PC was riven by rival factions suggests that it too was not as strong as it might have first appeared and may not have been in full control of the government of the kingdom.</p>		

Question 2	Mary Stuart and England's relations with the Catholic Powers, 1568–1588	40 Marks
<p>To what extent were the plots to assassinate Elizabeth the main cause of conflict between England and the Catholic powers in the period 1568–1588?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the plots to assassinate Elizabeth and/or the events connected with the conflict between England and the Catholic powers, 1568 – 1588.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates are likely to identify the plots and discuss the reasons why there were so many conspiracies to assassinate Elizabeth – religiously motivated, politically inspired, linked to the imprisoned Mary, Queen of Scots. They will be aware of a link between the imprisonment of Catholic Mary and Elizabeth's Protestant religious policy and the harm this caused to England's foreign relations but will not explore this in any detail.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will focus on weighing up the contribution the plots to assassinate Elizabeth had on harming England's relations with foreign powers particularly Spain and the Papacy. The Pope's reaction to Elizabeth's imprisonment of Mary may have been instrumental in encouraging plots and Phillip of Spain's decision to declare war on England in 1585 might have inspired the Babington Plot of 1586. As part of the counter argument, candidates should consider the effect that Elizabeth's religious policies, her support of the rebellion in the Netherlands and the privateers Drake and Hawkins had on foreign relations. Candidates may conclude that the conflict between England the Catholic powers, 1568 – 1588 (excluding France) was not solely down to the plots against Elizabeth – most European monarchs suffered from sort form of plot or conspiracy during their reigns – though this did provide the Papacy and King Phillip with useful propaganda by suggesting that the Queen's subjects hated her and wanted rid of her. However, the plots must be seen as part of a wider political strategy by Spain to conquer England and increase its political power in Europe.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the plots against Elizabeth were the main reason why England's relations with the Catholic powers (especially Spain) deteriorated into war leading to the launching of the Armada. Some candidates may argue that the imprisonment of a catholic monarch was as powerful a reason for conflict as the persecution of Catholics. Candidates should give due consideration to the fact that England's relations with France remained generally cordial throughout this period.</p>		

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

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

SECTION B

Question 1	Poverty, Vagrancy and the poor in Wales and England, 1483 – 1603	40 Marks
<p>‘The most important cause of poverty and vagrancy in the period 1483-1603 was the dissolution of the monasteries.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the various causes of poverty and vagrancy.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will likely show an awareness of the role played by the dissolution of the monasteries in causing poverty and vagrancy but they may concentrate too much on this issue to the exclusion of other factors There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will likely show an awareness of the role played by the dissolution of the monasteries in causing poverty and vagrancy. Other factors will have to be explored such as the rise in population, economic depression leading to rising unemployment, price inflation, wage deflation, landowners opting to enclose lands and turn from labour-intensive. The decline in charity and support as a result of the pillaging of the Church, and the hardening attitude of the government towards vagrants are factors that will need to be discussed.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the dissolution of the monasteries cause alongside the impact of other factors. The failure of the government to act in stemming the rise and spread in poverty and vagrancy. Enclosure, unemployment, rising prices, rising population, famine and decline in food supplies are factors that should be considered.</p>		

Question 2	Tudor Foreign Policy, 1483 – 1603	40 Marks
<p>‘The most significant influence on Tudor foreign policy throughout the period 1483 – 1603 was the need to defend and protect the kingdom.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of European wars involving England and/or the main features of Tudor foreign policy.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might concentrate on discussing Tudor foreign policy as a whole with perhaps some reference to the numerous wars fought between England and her European neighbours and why warfare was considered so important – primarily to defend and protect the Kingdom. However, candidates may simply list and describe the wars rather than evaluate the issue on the question – candidates should consider the fact that peaceful diplomacy was also a factor that helped in defending the Kingdom from aggression. They may concentrate on describing the key political and religious considerations that shaped England’s relations with Spain, the Empire and the Netherlands with perhaps some reference to general economic issues/problems such as trade and commercial rivalry. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will show that the need to defend and protect the kingdom throughout this period did influence Tudor foreign relations but there were other factors such as rivalry over trade/commerce. The need to improve England’s economic situation also contributed to the shaping of Tudor foreign policy but other issues such as political alliances, diplomacy, support for exiles (Henry VII), religious conflict due to the reformation and counter reformation, and later in the period, colonial rivalry in the New World, should also be considered.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the need to defend and protect the kingdom shaped/influenced Tudor foreign policy when compared to England’s political and religious relations with Scotland, Spain and the Empire. The situation was far more complex and the relationship between England and her continent neighbours varied over time – was it a case of peace punctuated by war or vice-versa? Candidates might also consider the fact that England also waged war on her neighbours – attack being the best form of defence? Or was it a case of an aggressive expansionist policy by ambitious monarch such as Henry VIII?</p>		

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

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

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



AS/AL HISTORY

GCE MARK SCHEME

PERIOD STUDY 2

HISTORY - UNIT HY4

JANUARY 2014

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

1234/02

SECTION A

Question 1	England's relations with Ireland, Scotland and Wales, c.1603 - 1649	40 Marks
<p>To what extent was political self-interest mainly responsible for England's changing relations with Ireland and Scotland?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of England's relations with Ireland and Scotland.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will likely explore the politics of the period with some reference to the three counties and their differences/conflicts but without evaluating the issue and without necessarily coming to a judgement on England's relations with the Irish/Scots.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates must compare and evaluate the threat that political differences played in damaging relations between England, Ireland and Scotland. Candidates will show some awareness of the fact that in political terms only Scotland (Scottish Parliament) mattered as the Irish elites (Irish Parliament) were divided and politically weak. Candidates should evaluate the issue against other factors that may have done more to damage relations between England, Scotland and Ireland such as economic rivalry and especially religion as seen in the Irish rebellion and Bishop's Wars.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether political self-interest (via each country's parliament) was the main influence on relations between England, Scotland and Ireland. Some account may be taken of cultural differences and conflict over England's control of the economy of both countries also. Candidates are likely to realise that the issue is rather more complex in that these relations changed over time. In general terms the monarchy's relationship with the parliaments of Ireland and Scotland was, for most of the period, better than it was with the English parliament. This may have had a lot to do with political self-interest.</p>		

Question 2	James II, the Glorious Revolution and Party Politics, c.1685-1715	40 Marks
<p>‘The power and authority of the Crown was greater in 1715 than it had been in 1685.’ Discuss</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the monarchy between 1685 and 1715.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might suggest that the monarchy was weaker after the deposition of James II because a king had been effectively removed by parliament. On the other hand, there was no return to republicanism – Parliament’s invitation to William and Mary to become joint rulers demonstrates the country’s dependence on monarchy ie. Parliament seemed unable to rule without a king/queen. However, candidates might begin to consider the growth in parliamentary confidence and the development of party politics both of which served to erode the Crown’s power.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates must evaluate the relative strength and power of the monarchy after 1688 up to 1715; before and after the passing of the Bill of Rights. Although the Bill of Rights tipped the balance of power firmly Parliament’s way the Crown still had considerable authority. Unlike James II, William III was a stronger, efficient and more forceful king who had the power to take England to war against France. The monarchy could manipulate parliament by bribing/influencing MPs. Candidates may point out that in 1708 Anne refused to sign into law Acts of Parliament she did not agree with. They might argue that this shows that the power of the monarchy was apparently undiminished – that it was at least as powerful in 1715 as it had been in 1685.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the Crown was stronger or weaker in 1715 than it had been in 1685. The issue is complex and some candidates might suggest that the relative strength and power of the monarchy depended on the personality of the individual monarch and the attitude of the political nation to them – James (inefficient, hated and feared), William and Mary (efficient, respected but unloved) and Anne (considered weak and ineffectual).</p>		

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

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

SECTION B

Question 1	Crime, Disorder and Protest, c.1603 - 1715	40 Marks
<p>‘The growth in crime, protest and disorder in the period between 1603 and 1715 owed more to political instability than economic depression’. Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the growth in crime, disorder and protest during the period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus on the growth of crime, disorder and protest without fully evaluating the contribution made by the impact of political instability caused by war and the frequent changes of government (and more undecided to head of state) and economic depression leading to unemployment and its links with crime. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates should evaluate the contribution that political instability and economic depression made to the growth in crime, disorder and protest and decide which of the two made the greatest impact. Candidates might challenge the question and begin to consider other factors such as the moral power of the church on the impact of hunger/famine.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the growth in crime, protest and disorder in the period between 1603 and 1715 was due to political instability rather than economic depression and/or other factors.</p>		

Question 2	England's changing relations with foreign powers, c.1603-1715	40 Marks
<p>'England's relations with foreign powers were mainly determined by colonial rivalry throughout the period 1603-1715.' Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of England's relations with foreign powers.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates may simply offer a reign by reign account of England's relations with various continental powers such as France, Spain and the Netherlands without considering wider factors beyond colonial rivalry such as religious conflict and economic and political rivalry. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates should focus on the phrase <i>mainly determined</i> in order to track and discuss the key issues that promoted rivalry with England's continental powers. This discussion should concentrate on colonial rivalry but must also provide a counter argument that debates the contribution of other factors such as the marriage policies of James and Charles I, the impact of the Civil Wars, or the rise of the Spanish empire.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which England's search for colonies affected her relations with foreign powers such as Spain, the Netherlands and France. Other influences should also be discussed and evaluated such as religion, war, marriage, politics and diplomatic alliances.</p>		

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

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

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



AS/AL HISTORY

GCE MARK SCHEME

PERIOD STUDY 3

HISTORY - UNIT HY4

JANUARY 2014

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

1234/03

SECTION A

Question 1	The Conservatives in the age of Peel and Disraeli, 1834-1880	40 Marks
<p>“The revival of the Conservative party was Disraeli’s most outstanding achievement in the period 1846-80.” Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Disraeli’s achievements.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Disraeli’s achievements will be described, including the Reform Act and his success on rebranding the party. Any judgement reached will lack detail and substantiation.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will analyse Disraeli’s achievements including the revival of the Conservative party. Other areas evaluated as outstanding achievements will include the Reform Act of 1867, electoral victory in 1874, social reform and his success in Parliamentary debate.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the revival of the Conservative Party was Disraeli’s most outstanding achievement. Other achievements will be fully evaluated. It could be argued that Disraeli was actually an obstacle to the development of Conservatism in that he effectively wrecked the party in 1846, ensuring years of political weakness.</p>		

Question 2	The development of Liberalism, 1848-1886	40 Marks
<p>To what extent was Gladstone’s first ministry (1868-1874) a disappointment for his supporters?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Gladstone’s first ministry</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers will describe Gladstone’s first ministry and its reforms in legal and administration areas and regarding Ireland. Any judgement reached will lack depth and support.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Answers will analyse the reforms of Gladstone’s first ministry, including the civil service, army and legal reforms. More problematic areas such as the Licensing Act on Ireland may be evaluated as disappointing.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Gladstone’s first ministry was a disappointment. Certain reforms and policies were meritocratic and successful. The Irish policies were ground breaking but it remained a key problem. There was some disappointment from the radical wing and from vested interests but as the ministry is seen as one of great achievement, perhaps the judgement is unfair.</p>		

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

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

SECTION B

Question 1	Social Reform, 1780-1886	40 Marks
<p>“Humanitarian concern rather than efficiency was the main motivation of social reformers in the period 1780 – 1886.” Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of social reform.1780-1886</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set regarding the motivation of social reformers. There will be some attempt to cover the set period,</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will analyse the concepts of humanitarian concern and efficiency as motivating factors. Expect explanations of the influence of both reports on public health and the influence of religion on reform. The utilisation efficiency of Bentham and others will be considered as a major factor.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which social reform was mainly motivated by humanitarian concern rather than efficiency. A substantiated judgement will be reached which will consider the two aspects and evaluate their contribution to reform across the whole period.</p>		

Question 2	Parliamentary reform, 1780-1886	40 Marks
<p>To what extent was parliamentary reform mainly influenced by political self-interest in the period 1780-1886?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of Parliamentary reform 1786-1886.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set regarding the motivation behind parliamentary reform. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will analyse the issue of political self-interest and how it drove parliamentary reform. This will look at a range of acts and the attitude of different parties at difficult times. These will be compared to other influences such as social change and fear of unrest.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which political self interest was the main influence on parliamentary reform. A substantial judgement will be reached which will evaluate a range of factors which underpinned reform across this period. This will include economic change, social pressure, growth of radicalism and genuine political concern.</p>		

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

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

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



AS/AL HISTORY

GCE MARKING SCHEME

PERIOD STUDY 4

HISTORY - UNIT HY4

JANUARY 2014

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

1234/04

SECTION A

Question 1	Depression and austerity, 1929-1951	40 Marks
<p>The years between 1929-1951 were mainly a period of hardship and decline. Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the years between 1929-1951. There will be some unfocused narrative on the period mostly dealing with underdeveloped generalisations.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to discuss the period as a time of hardship and decline but there will be little or any development through evaluation of other alternative options.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. There will be an attempt to discuss whether the period 1929-1951 was mainly a period of hardship and decline in view of less negative developments in sport and entertainment, wealth and prosperity, social reforms and creation of a welfare state.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the period 1929-1951 was a period of hardship and decline. They will consider other important developments during the depression as well as the experiences of the war years, and other reforms which were to help build a welfare state in Britain.</p>		

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

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

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

SECTION B

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

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

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

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

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



AS/AL HISTORY

GCE MARK SCHEME

PERIOD STUDY 5

HISTORY - UNIT HY4

JANUARY 2014

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

1234/05

SECTION A

Question 1	The reign of Philip II, 1556-1598	40 Marks
<p>“Revolt in Spain was the most serious problem faced by Phillip II.” Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of revolt in Spain in the reign of Phillip II.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates may well discuss revolt in Spain as Phillips’ most significant challenge with reference to Morisco and Aragon. Little attempt will be made to offer specific historical support of the extent of the challenge for Spain.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Consideration will be given to the extent of revolt in Spain during Phillip II’s reign. Discussion will be attempted on the significance of other factors which could be considered as challenging Phillip II, such as the governorship of the New World, championing the Catholic Reformation in Spain, defeat of the Ottomans at Lepanto, the Armada attempt on England and war in the Netherlands. Mention could also be made of the significant financial challenge that his policies brought for Spain.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether revolt in Spain itself was Phillip’s most significant challenge Discussion of revolt in Spain should be evaluative and supported by specific relevant knowledge. This should be balanced by consideration of the challenges posed by the Ottomans, Elizabeth I, the Netherlands, the New World, finance and upholding the Catholic Reformation.</p>		

Question 2	France, 1562-1610	40 Marks
<p>“Henry IV’s religious toleration was the main reason for recovery in France after 1593.” Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Henry IV’s religious toleration.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates may well discuss religious toleration in France after 1593 and offer some generalised statements on whether or not it was the main reason for recovery. Little attempt will be made to offer specific historical support of religious toleration or consider that in some aspects it was only a weak attempt at religious peace and reconciliation.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Consideration will be given to the nature of France’s recovery, economically with Sully’s reforms, politically with a peace of sorts between royal households in France and religiously with the signing of the Edict of Nantes in 1598. Discussion will also be attempted on the extent of religious toleration, citing perhaps Henry’s assassination at the hands of a Catholic priest. Mention should be made of the limited toleration of the religious settlement of the Edict of Nantes balanced against renewed status in foreign policy, financial recovery and economic development, all largely due to the efforts of the Duc de Sully.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether religious toleration could be considered the main reason for recovery in France after 1593. Discussion of religious toleration should be evaluative and supported by specific and relevant historical knowledge. This should be balanced by a consideration of the role of Sully and Henry IV in the areas of financial recovery, foreign policy recovery and economic recovery of rural France. The significance of the religious settlement at Nantes as aiding recovery needs to be considered. How significant was victory against Spain? How significant were the economic measures brought about by the Duc de Sully?</p>		

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

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

SECTION B

Question 1	Political and religious change in Europe, 1515-1621	40 Marks
<p>To what extent was the growth of imperial power mainly responsible for change in Europe throughout the period 1515-1621?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of imperial power in the period 1515-1621.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Consideration will be given to the growth of imperial power and major change in the period 1515-1621. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will consider both the political and religious issues which shaped 16th century Europe. Consideration will be given to the growth in imperial power of the Hapsburgs and in particular Charles V and to the power of the sultans as leaders of the other great empire in this period, as vehicles in bringing about change. An attempt will be made to balance this against the influence of the Protestant and Catholic Reformation for example.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the development of Europe, between 1515-1621, was mainly shaped by the growth of imperial power. Consideration will also be given to the influence of religious change, economic and social development and cultural changes.</p>		

Question 2	Spain and Europe, 1515-1621	40 Marks
<p>“Spain’s relationship with Europe throughout the period 1516-1621 was mainly influenced by territorial rivalry.” Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of Spain’s European policies in the period 1515-1621.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Consideration will be given to the influence of territorial rivalry with the French in Italy, the Ottomans in Eastern Europe and the Mediterranean and the Portuguese in the New World. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will consider the key Spanish European policies in this period. They will consider the defence of Catholicism in the Holy Roman Empire, the defence of Spanish rule and Catholicism in the Netherlands and the defence of Catholicism and political ambitions in England as well as the significant impact of Spain’s discovery and control of the New World and its trade and how that affected Spain’s relationship with Europe. This will be balanced by a detailed evaluation of the influence of Hapsburg Valois rivalry particularly over Milan, the influence of territorial rivalry over Hungary, Mediterranean islands, north Africa and Malta with the Ottomans, the division of the New World with the Portuguese and the eventual acquisition of her colonies with the annexation of Portugal in 1580.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which Spain’s relationship with Europe was mainly influenced by territorial rivalry throughout the whole period of the diverse reigns of Charles V, Philip II and Phillip III.</p>		

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

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

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



ASIAL HISTORY

GCE MARK SCHEME

PERIOD STUDY 6

HISTORY - UNIT HY4

JANUARY 2014

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

1234/06

SECTION A

Question 1	Catherine the Great, 1762-1796	40 marks
<p>‘Catherine the Great was an enlightened ruler who always served the interests of her country well.’ Discuss .</p>		
<p><i>Level 1 answers will be mostly irrelevant or very brief; explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or weak descriptive account of Russia during the reign of Catherine the Great. There will be some attempt to provide a very general and superficial account of selected events from the reign of Catherine the Great, it is unlikely that the concept of enlightened rule will be considered.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; historical information will be appropriate and generally relevant. Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set.</i> There will be an attempt to focus on whether Catherine always served the interests of her country well. There may be a considered and a limited evaluation of the nature of her rule as enlightened. Candidates will show a weak grasp of the concept and most will list her domestic policies.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will focus on the extent to which Catherine the Great was an enlightened ruler who always served the interests of her country well. Accounts of the reign will clearly weigh up her domestic and foreign policies within the context of whether or not her rule was enlightened. There will be some exploration of the nature of the influences of enlightened thinkers on Catherine and how these influences were translated into policies. Candidates will also explore aspects of her rule which were certainly autocratic and harsh, notably her policies towards the serfs.</p>		
<p><i>Level 4 answers will answer the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, the extent to which Catherine the Great was an enlightened ruler who always served the interests of her country well. A fully integrated response which considers the concept of enlightened rule and measures it against the reign of Catherine will be carefully examined. Candidates will weigh up the domestic policies of Catherine, her reforms of the state and education aspects of which bore the hallmarks of enlightened influences upon her. There will also be a careful consideration of policies or the lack of policies which showed either an autocratic focus and intolerance.</p>		

Question 2	Commercial and colonial rivalry, 1750-1815	40 marks
<p>To what extent was rivalry between the Great Powers during this period mainly motivated by the search for commercial advantage?</p>		
<p><i>Level 1 answers will be mostly irrelevant or very brief; explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or weak descriptive account of the rivalries between Britain, France and Holland. There will be some attempt to provide a very general and superficial account of the nature of these rivalries but they will be largely unfocussed.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; historical information will be appropriate and generally relevant</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on the extent to which rivalry between the great powers during this period mainly motivated by seeking to gain commercial advantage. Candidates will consider the nature of the disputes between the powers and focus on the causes - territorial, strategic and commercial. References to the activities of the respective East India Companies and other commercial activities will be examined but will at best be partial and undeveloped.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will focus on the extent to which the rivalry between the great powers during this period mainly motivated by seeking to gain commercial advantage. They will explore the nature of the relationships and the rivalries between the powers in all areas where their activities collided. Some consideration of the activities of their East India Companies will be balanced by consideration of strategic tensions in other areas such as North America. While seeking to gain commercial advantage was an aim other sources of tension were also evident such as strategic and territorial issues. Disputes erupted in a number of areas. Accounts should therefore include, in varying degrees other possible causes of tension.</p>		
<p><i>Level 4 answers will answer the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, as to the extent to which rivalry between the great powers during this period mainly motivated by seeking to gain commercial advantage. Elements in the disputes between Britain, France and Holland were due to their commercial rivalry in Asia. While there was clearly an element of truth that gaining commercial advantage was a motivation, it is also something of an over simplification. The activities of their respective east India companies did ramp up the tension in India but there were other areas where other factors were much more important. Tensions between Britain and France and Holland in Asia were certainly about trade but also about securing strategic and imperialistic advantages. This was certainly the case in North America. Commerce, trade and ensuring the security of interested were very much part and parcel of the same concern. During the Seven Years war Trade and security, the activities of the French and British East Indian companies almost merge. A fully sustained, balanced argument will permeate the whole response resulting in a clear judgement.</p>		

ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY ESSAYS

SECTION A

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

SECTION B

Question 1	France, 1715-1815	40 marks
<p>‘Economic problems were the most significant challenge for France throughout the period 1715-1815.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly irrelevant or very brief; explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or weak descriptive account of France between 1715-1815. There will be some attempt to provide a very general and superficial account of changes and developments which impacted on France during this period. There may be a brief reference to economic problems.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; historical information will be appropriate and generally relevant</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on whether economic problems were the most significant challenge for France during the period 1715-1815. The responses will mainly list the various periods from Louis XIV down to Napoleon with possibly only a passing reference to economic problems-usually in the context of the events leading up to the outbreak of the French Revolution. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will focus on the extent to which economic problems were the most significant challenge for France during the period 1715-1815. Responses will show an understanding of the nature of the economic problems facing France – the lack of revenue coming into the treasury during the ancient regime and the increasing debts resulting from foreign wars. There will be some deviation and lapses but candidates will confront the issue and pose alternative views – such as the emergence of the ideas of the <i>philosophes</i> or the emergence of democratic republicanism.</p>		
<p><i>Level 4 answers will answer the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which the dissolution of the monasteries cause alongside the impact of other factors on the extent to which economic problems were the most significant challenge for France during the period 1715-1815. Candidates will focus clearly on the key phrase – the most significant challenge. They will seek to confront this view by presenting in a coherent and integrated response a range of alternative factors – such as the emergence of radical ideas and enlightened views – the role of the <i>philosophes</i> . The overthrow of the monarchy and the rise of the bourgeoisie, are important alternatives worthy of consideration. The nature of the economic problems facing successive regimes and government will be examined – the bankruptcy of the ancient regime was a fundamental contributory factor to the outbreak of the revolution. While displaying good understanding of the nature the economic problems, candidates will need to challenge the notion that it was the most significant challenge for France in the most dramatic and traumatic periods in modern European history. A fully sustained, balanced argument will permeate the whole response resulting in a clear judgement.</p>		

Question 2	Great Power rivalry, 1696-1815	40 marks
<p>To what extent were changes in the balance of power responsible for Great Power rivalry in Europe between 1696 and 1815?</p>		
<p><i>Level 1 answers will be mostly irrelevant or very brief; explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or weak descriptive account of the rivalry between the European Great powers during this period. Accounts will tend to be general and superficial with significant omissions and will very likely ignore issues of succession or balance of power.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; historical information will be appropriate and generally relevant</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on whether changes in the balance of power were responsible for Great Power rivalry in Europe between 1696 and 1815. Most of the content will be narrative, possibly consisting of a list of various conflicts and alliances across the period, in a largely chronological fashion. There may be a little focus on the notion that some rivalries were as a result of changes in the balance of power and some examples may be cited but will likely be undeveloped. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will clearly attempt to engage with the question set. They will focus on whether changes in the balance of power were responsible for Great Power rivalry in Europe between 1696 and 1815. A clear emphasis will be placed on the key phrase ‘responsible for’ and this will be reflected in the responses. Balanced accounts will support the view that while there were other factors such as to some extent changes in the balance of power among the leading European countries but that disputes also revolved around other concerns such as dynastic successions – the war of Spanish Succession, the War of Austrian Succession . Other forces were clearly at work. A number of the most important conflict had in reality little to do with changes in the balance of power and were either about establishing commercial hegemony (the Seven Years War) or confronting Revolution and Imperialism (Wars and against France 1792-1815).</p>		
<p><i>Level 4 answers will answer the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which changes in the balance of power were responsible for Great Power rivalry in Europe between 1696 and 1815. They will challenge the notion and suggest that Great Power rivalry was driven by many factors - one of which involved dynastic succession, another was territorial rivalry and toward the end of the period fear of and the desire to contain France. In a way dynastic concerns gave way to other issues such as commercial and territorial rivalry or the need particularly after 1789 of preventing France for conquering Europe – firstly during the First Republic and under Napoleon. Changes in the balance of power were in some ways a consequence of the shifting relationships between the various countries. While dynastic conflicts in Spain and (1700-1713) and Austria (1740-48) caused prolonged turmoil other disputes were about establishing dominance in a defined area such as the Baltic (The Great Northern War) or seizing territory.</p>		

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

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

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



AS/AL HISTORY

MARK SCHEME

PERIOD STUDY 7

HISTORY - UNIT HY 4

JANUARY 2014

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

1234/07

SECTION A

Question 1	France, 1848-1870	40 Marks
<p>‘The Second Empire under Napoleon III was largely a period of disappointment for France.’ Discuss.’</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Napoleon’s regime.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will attempt to consider some of the features of the regime and reach the conclusion that the Second Empire was largely a disappointment for France.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. There will be consideration of the extent to which the Second Empire was largely a period of disappointment for France. Candidates should consider Napoleon’s domestic and foreign policies and might comment that there was some success in foreign policy in terms of Italy and the Crimean War but there was humiliation in the Mexican adventure and the Franco Prussian War. They might argue that there was a genuine attempt to liberalise the regime and there was some economic growth and development. Against this candidates might argue that the liberalisation and welfare policies were only skin deep and largely proved disappointing. There was a growth in opposition which reflects disappointment yet the plebiscites indicated popular support.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the Second Empire was largely a period of disappointment. More subtle analysis will explore the merits of some of the so called progress and improved prestige. Military defeat might conceal the success of other aspects of his regime. The Second Empire was a period of financial, commercial and industrial development leading to stability and prosperity. This should be balanced against the centralised administration and control; political clubs were suppressed for example. Candidates might focus upon the genuine attempt to liberalise the regime, economic growth and aspects foreign policy. Candidates will examine the success of the Emperor’s plan to bring about social change by means of economic progress. There might be a rigorous attempt to defend Napoleon’s attempts to revive the Bonapartist tradition or more routine character assassinations of the failure/inconsistency of his foreign policy episodes and a lack of real depth or commitment to reform and progress at home.</p>		

Question 2	Russia, 1881-1917	40 Marks
<p>To what extent was the First World War mainly responsible for the outbreak of revolution in Russia in 1917?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the events leading up to the outbreak of revolution in 1917 and the fall of the Tsarist government.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will use some arguments to support the premises of the question that the First World War was mainly responsible for outbreak of revolution in 1917.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement about whether or not the First World war was mainly responsible for the outbreak of revolution in 1917. Candidates should focus upon the impact of the war. The war exposed Russia's inefficiency. Losses were enormous. The Germans inflicted crushing defeats. Since the Tsar had assumed control over the war the defeats were blamed upon him. To make matters worse the Tsarist government was very unstable, and led to strikes and the mutiny of the garrison. The war created social and economic problems and weakened the resilience of the regime. Candidates should focus upon the fact that the war can be seen as a catalyst which helped speed up an outdated system. This should then be balanced against the character of the Tsar and the belief in his duty and destiny to rule absolutely and that the attempts at reform were only piecemeal and lacked any real commitment, the failure of the regime to reform itself and the revolutionary groups and Lenin.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the First World war was mainly responsible for the outbreak of revolution in 1917. Arguably the war was the catalyst which helped to speed up the fate of an outdated and unpopular system of government. However, the issues in 1917 were broader. The 1917 revolutions were set against a background of military defeat but the government's reputation remained poor. The regime was still autocratic and repressive and military defeat polarized existing criticisms; What brought military defeat into focus were the changes and challenges occurring in Russia in the early twentieth century. Candidates might speculate that revolution might well have broken out without the impact of the First World war. What the war did was to reveal the vulnerability of the Tsarist regime which had refused to reform itself from within. Others might argue that Nicholas's determination to uphold autocracy in this period 1905-1917 was the most influential factor in the outbreak of revolution. The role of Rasputin may feature here as may the fact that Socialist Revolutionaries were agitated by agrarian distress; There was a steady growth of political opposition to Tsar Nicholas. The professional classes resented the interference of the state, there was the land problem, administrative chaos and the personal rule of the Tsar.</p>		

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

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

SECTION B

Question 1	International relations, 1815-1914	40 Marks
<p>To what extent was maintaining the balance of power the most important influence on international relations throughout the period 1815-1914?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of international tensions.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set by suggesting that maintain the balance of power was the most important influence on international relations in the period. Some of the key issues should addressed across the entire period in relation to the balance of power, the concept of legitimacy at the Vienna settlement, the Congress System and fear of revolution, the alliances of the latter part of the nineteenth century. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will make an attempt at an historical overview and evaluate the role of the balance of power in influencing international tensions whilst evaluating the impact of a range of other factors. Candidates will examine the changing balance of power at different times and to different degrees and the range of European alliances which affected the period as well as the peace treaties which punctuated the period. Candidates will examine the way in which, the eastern question, the Balkans; liberal and nationalist movements etc upset the balance of power and influenced international relations as well as weighing all this against the influence of economic issues; the effect of colonial and imperial ambitions and the role of individual countries in influencing international relations.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which or not maintaining the balance of power was mainly responsible for influencing international relations in the period. Candidates may well evaluate the positive and negative effects of this issue. Candidates may well focus upon the political weakness of liberalism and the potential disruptiveness of nationalism as forces at work influencing international relations. Arguably, the failure to maintain a consensus amongst the Great Powers threatened international relations. However, candidates should also evaluate the role of imperial and colonial policies and the role individual powers in influencing international relations. The question of Balkan nationalism might also be discussed as a vehicle for upsetting the balance of power and thus threatening international stability. Candidates should examine the complexities of the international arena and show that national self interests which often led to war were also a determinant in the heightening of international tensions. Candidates should trace the development of a range of these forces and evaluate their contribution to international tensions against the impact of political and economic issues.</p>		

Question 2	Germany, 1815-1914	40 Marks
<p>To what extent was nationalism the main influence upon the development of Germany throughout the period 1815-1914?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocused or descriptive account of the development of Germany in the period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will attempt to form a judgement upon the role of nationalism in the development of German in the period. They will argue that the experience of the Napoleonic era of defeat, occupation and liberation politicised the emerging nationalist tradition. They might then argue the Bismarck engineered a nation state and that the Kaiser reinforced and extended the work of Bismarck. However, candidates may well focus mainly upon the development of Germany up to and including unification in 1871. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will evaluate the influence of the nationalist movement at different times in the development of Germany. They will come to a judgement about whether or not nationalism was the driving force or a peripheral influence. Popular enthusiasm for a national unity and a national parliament were often short lived in the early nineteenth century. There was resurgence in the national movement in the 1850s and many nationalists felt that the future of Germany lay within the development of Prussia. Bismarck certainly polarized nationalist sentiment whether by design or not and these were heightened by the Kaiser through Weltpolitik, culminating in war. This will be then evaluated against a range of other factors such as political leadership, war and events on the battlefield, economic factors and culture.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which nationalism was the main influence on the development of Germany in the period. Arguably Germany was shaped by individual statesmen and leaders who through different devices shaped a nationalist agenda. Weltpolitik for example could be seen as an external reflection of internal nationalist development. The fact that Germany had secured a sense of its own nationalist identity led to her search for world power status. One was a logical sequel to the other. Germany had now acquired a national sense of power. One development could not have been secured without the other. The impact of a movement for an united Germany may have been the driving force for the development of Germany, but without the vision and ambition of the leaders it would never have happened and often it became a by product of the other factors shaping the development of Germany. This will all be placed in the context of the economic and cultural development of Germany throughout the century. Furthermore, military factors such as those related to the Franco-Prussia War created a series of political developments which led to a unified nation. Yet all these factors were latent and needed a focal point for them to combine to lead to the development of Germany.</p>		

ASSESSMENT GRID FOR UNIT 4 PERIOD STUDY

SECTION B

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

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



ASIAL HISTORY

GCE MARK SCHEME

PERIOD STUDY 8

UNIT HY 4

JANUARY 2014

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

1234/08

SECTION A

Question 1	International relations, 1918-1945	40 Marks
<p>To what extent were the weaknesses of the League of Nations mainly responsible for the failure to maintain collective security in Europe between 1919-1939?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of international relations in this period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates may agree with the premise of the question by examining the weaknesses of the League of Nations and its failure to maintain collective security in Europe between 1919-1939.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement as to whether or not the League of Nations was mainly responsible for the failure to maintain collective security in the period. Candidates might argue that primarily the League of Nations was a forum to which nations in dispute could bring their problems for advice and settlement. However, the stabilizing policies pursued by some of the powers were too fragile and inadequate to contain the expansionist policies of the 1930s. In its 20 year life, the League never once sought to apply military sanctions. America never became a member; Soviet Russia did not join until 1934 and Germany was a member for only 7 years. It seemed that the League stood for the status quo of 1919, so that none of the powers dissatisfied with either the terms or the principles of the League could happily accept or further its aims. However, the League represented a new concept of co-operation in international relations when most powers were content to stick to the old methods of power politics. This will be measured against the desire of each country to secure what was in its best interests, for some this meant peace whilst for other powers they wished to pursue a more expansionist programme which would inevitably threaten collective security.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the League of Nations was mainly responsible for the failure to maintain collective security in the period. Candidates might argue that the powers did produce a viable model of stability which was popular. The pace of international co-operation quickened and the League of Nations despite a hesitant start grew in authority and influence. However, this should be balanced against the view that the politicians of the period were not great peacemakers but mainly pursuing the same aims as their predecessors. Furthermore the refusal of USA to play a political role and the isolation of Russia made Britain virtually the arbiter between France and Germany. Candidates will be likely to comment upon the effectiveness of the League of Nations as a peace keeping organisation in the context of German, Italian and Russian foreign policy; appeasement and flawed international agreements. In the face of selfish acts of aggression and Manchuria; Abyssinia and German aggression and the League proved powerless. The machinery of the League of Nations appealed only to those nations too weak to look after their own interests.</p>		

Question 2	International relations, 1945-1989	40 Marks
<p>To what extent was the search for economic co-operation the main development in international relations in the period 1945-89?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be a unfocussed or descriptive accounts of international relations in the period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will support the view that economic co-operation was the main development in international relations in the period 1945-1989.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement about whether or not economic co-operation was the main development in international relations in the period 1945-89. Candidates will evaluate the impact of economic co-operation and consider a range of other developments in international relations. Candidates will consider the fact that most countries of Europe faced the painful task of reconstruction after the devastation of WWII and that there was a need for large markets, competitiveness and technological advance. This inevitably became a significant development in international relations. Areas for consideration will be the Marshall Plan, the European recovery programme, OEEC; ECSC (European coal and steel community) the EEC and the development upon Western Europe and the enlargement of the community. Western economic prosperity was another cause of European upheaval and the reaction in the east. However, this might be balanced against the threatening and provocative actions of the Soviet Union. The position and division of Germany should figure as well in contributing to a growing divergence between East and West; the Cold War.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not economic co-operation was the main development in international relations 1945-1989. The economic weakness of Europe after 1945 led to an American response to help post war reconstruction. Candidates might argue that economic rivalry rather than co-operation was the main development. The EEC and Western economic prosperity was a cause of European division and a catalyst for the emerging problems which marked the period. The USSR rejected American aid, so that unlike the rest of Europe the Eastern bloc did not benefit under the European recovery. This should be evaluated against a range of other factors such as Soviet ambition; the notion that the Soviet Union was engaged in gaining security from invasion, they were trying to establish a 'cordon sanitaire', recognition as a Great Power and security for the Communist system. This lead to territorial annexations and control over buffer satellite states; as well as recovering territories which had been part of Tsarist Russia. This should also be set against the ideological differences which pre-dated the war. The policy of containment may well feature in response to the Soviet threat. The position of Germany could also be debated as a catalyst for the problems of Europe. Furthermore the creation of NATO led to further mutual distrust and misunderstandings and further demarcation in Europe.</p>		

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

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

SECTION B

Question 1	Germany, 1878-1989	40 Marks
<p>To what extent did the impact of territorial changes have the greatest influence on the development of Germany throughout the period 1878-1989?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the development of Germany in the period 1878-1989.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will explore the impact of territorial changes upon the development of Germany. They will examine the development of Weltpolitik and the colonial and imperial ambitions of Germany. The impact of the Versailles settlement through to the expansionist programme of National Socialism and the post war division of Germany and the subsequent reunification may feature. There will be some attempts to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will evaluate the extent to which territorial changes influenced the development of Germany. Candidates will then weigh up the influence of territorial changes against a range of other issues such as political leadership, German patriotism and nationalism and social and cultural developments. The impact of war and the growth of military power might feature as well as the impact of economic conditions and policies.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives as appropriate, the extent to which territorial change had the greatest influence upon the development of Germany. Candidates might argue that under Bismarck Germany was a satiated country. This will then be balanced against the driving force of Weltpolitik under the Kaiser and the aggressive lebensraum and revisionism of the Weimar significance in terms of the highlighting of the deployment of troop/missiles might well feature, before the movement for re-unification under Chancellor Kohl. Some candidates might argue that Germany grew and contracted in the period and that there was some change and continuity in the territorial boundaries of Germany. All this will be balanced against the idea that the personal power of individual leaders had the greatest impact, the impact of war, nationalism and patriotism, political ideas, changing attitudes to Germany and economic factors.</p>		

Question 2	Russia, 1881-1989	40 Marks
<p>To what extent was the impact of war the most significant influence on the development of Russia throughout the period 1881-1989?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive account of the development of Russia in the period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will evaluate the impact of war on the development of Russia across the period. They will examine the impact of wars pursued by the successive Russian leaders. They will evaluate the impact of the 1905 Russo-Japanese War, World War I, World War II and conflict such as the Cold War. There will be some attempt to cover the set period.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will focus on the thrust of the question set in a developed response covering a full range of factors. They will consider the issues raised and come to a balanced judgement on the question set over most of the period of the topic. Candidates will examine the impact of war on the development of Russia but will also consider a range of other factors affecting the development of Russia. They will evaluate the impact of the political changes inaugurated by successive rulers and the use of terror and reactionary policies of the Tsars through to 1989. The impact of the cultural revolution may also figure. The discussion of economic factors should also emerge. The impact upon different groups within society might also be discussed.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate, the extent to which war was the most significant influence on the development of Russia in the period. Candidates should explore the positive and negative impact of war across the period. The reforming zeal unleashed by the 1905 was led to developments in Russia, WWI led to revolution, WWII led to the consolidation of socialism in Russia and the Cold war led to the development of instability. This will be balanced against a range of other factors. Candidates might reach a range of judgements such as the fact that political leadership of Russia was bound to have the greatest impact because it affected the whole country and the standard of living of the people and furthermore the leaders took Russia into conflict. This should be evaluated against the impact of economic policy, the role of terror and violence across the period, international relations and revolution and cultural change.</p>		

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

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

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



AS/AL HISTORY

GCE MARK SCHEME

IN-DEPTH STUDY 1

HISTORY - UNIT HY 4

JANUARY 2014

WALES AND THE TUDOR STATE, c. 1529–1588

1234/13

Question 1	Economic Activity and Social Change in Wales, c.1529-1588	40 Marks
<p>‘The most significant development in Wales between 1534 and 1588 was the rise in population.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of social and economic change in Wales.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates must consider the fact that the rise in population largely affected the lower classes but that its impact in terms of pressure on employment, food supplies housing. and was felt across the class divisions. However candidates must begin to consider other equally significant social and economic developments such as the creation of landed estates, growth in towns and industry and changes in Welsh cultural life.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates must evaluate the significance of the rise in population and set it aside other social and economic developments such as the creation of landed estates, growth in towns and industry, changes in Welsh cultural life and agricultural changes such as enclosures. Candidates might point to the fact that the most significant consequence of population growth was a rise in poverty and vagrancy.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the most significant development in Wales between 1534 and 1588 was the rise in population whilst acknowledging that there were other significant social and economic developments. Candidates might argue that the social consequences of the rise in population were more significant since they led to growing crime levels and increased government action to curb vagrancy. On the other hand, the growing material and landed wealth of the gentry was a more tangible social and economic development during this period.</p>		

Question 2	The Elizabethan Church Settlement and Religious Change in Wales, c.1559–1588	40 Marks
<p>‘The translation of the Scriptures into Welsh did more to promote religious change in Wales than any other factor.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of religious change and/or the translation of the Scriptures into Welsh.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on the translation of the Scriptures and make simplistic judgements about religious change. However, they should begin to consider the other factors that promoted religious change in Wales, such as the spread of Humanism and humanist ideas and the work of talented men such as Richard Davies and William Salesbury in Welsh cultural life, not just in a religious context.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should evaluate the contribution that the translation of the Scriptures had on religious change and debate whether this was the most significant development during this period. Candidates must debate this against other factors such as Richard Davies’ work and influence, the Church Settlement, the appointment of talented and capable clergy to lead the Church in Wales and the influence of government religious policy.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the translation of the Scriptures into Welsh did more to promote religious change in Wales than any other factor. Other factors will be debated and evaluated such as the suppression of Catholicism, the conversion of the people of Wales to Protestantism and the contribution that Davies, together with the Religious Settlement and government policy, made to this enterprise.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

GCE MARK SCHEME

IN-DEPTH STUDY 2

HISTORY - UNIT HY 4

JANUARY 2014

REBELLION AND REPUBLIC, c.1629-1660

1234/14

Question 1	Personal Rule and conflict with Parliament, c.1629-1642	40 Marks
<p>‘Laud’s religious policy was mainly responsible for the conflict between Crown and Parliament.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Parliament’s conflict with the Crown and/or Laud’s religious policy.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on the role of Laud and the impact of his religious policy and make simplistic judgements about Parliament’s conflict with the Crown. However, candidates should begin to consider other factors such as the aggressive attitude of radical MPs and their belief in the rights and privileges of Parliament and the role of royal favourites - Buckingham, Laud, Wentworth.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should evaluate the contribution the role of Laud’s religious policy - reform of worship in church, books of common prayer - had on Parliament’s conflict with the Crown alongside other factors such as the King’s personality/actions, and the obstinacy and assertiveness of Parliament/MPs. Candidates will note the Crown’s perennial problem with raising enough money to govern the kingdom and its unwillingness to negotiate with Parliament.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not Laud’s religious policy was the main cause of Parliament’s conflict with the Crown. Some might counter-argue that disagreements over finance were mainly responsible for Parliament’s conflicts with the Crown. The King’s belief in Divine Right should feature as should Laud himself, a man whose personality roused some to anger, as powerful points of debate to explain why tension turned into conflict.</p>		

Question 2	Cromwell and the Interregnum, c.1659-1660	40 Marks
<p>‘The most significant change during the Interregnum was the abolition of the monarchy.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Cromwell’s period in power and/or the abolition of the monarchy.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates might focus exclusively on the abolition of the monarchy. However, they should begin to consider other factors such as the failures of Cromwell’s rule, the establishment of republicanism and the protectorate, or engage in a discussion of the reasons why the monarchy was first abolished and then restored.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates should discuss the reasons why the monarchy was abolished and debate the contribution Cromwell made to this. Candidates should demonstrate some awareness of the fact that Cromwell’s arbitrary rule, the rule of the Major-Generals, the Instrument of Government, his religious policies and his reliance on the army are considered by some historians as being the most significant developments in this period.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not the abolition of the monarchy was the most significant development in the Interregnum or whether other factors were more important. Candidates might suggest that the abolition of the House of Lords was as significant, if not more so, as the abolition of the monarchy because it witnessed the closing of one half of Parliament leaving the most powerful and wealthiest members of society unrepresented. On the other hand, the power of the army and the militarism of Cromwell’s rule might be used as a valid counter argument - a change from monarchical dictatorship to a military one.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

GCE MARK SCHEME

IN-DEPTH STUDY 3

HISTORY - UNIT HY 4

JANUARY 2014

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

1234/15

Question 1	Peel and Reform, 1834-1846	40 Marks
<p>‘Sir Robert Peel’s greatest achievement in the period 1834-1846 was the transformation of the Conservative party’. Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the career by Robert Peel and/or the history of the Conservative Party on this period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Peel’s achievements in general will be discussed along with a brief reference to factors such as the Tamworth Manifesto and his organisation of the party.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Peel’s transformation of the Party will be supported by reference to the Tamworth Manifesto and the re-organisation of the Party. Other achievements will be evaluated such as the Repeal of the Corn Laws or policies on free trade.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Peel’s greatest achievement was the transformation of the Party. Peel’s brilliance in the Tamworth Manifesto was a classic conservative response to reform together with his rebuilding of the party’s organisation and handling of the 1834 and 1839 crises and the 1841 election success. The debate about the Repeal of the Corn Laws will feature Peel’s growing division from his backbenchers on issues to do with free trade and the Church in the 1840’s will be discussed. Peel’s problems with his party were a product of his coldness and intellectual arrogance which grated on the less bright backbenchers who needed reassurance on the issues of the land and the church. Peel could not provide this given his record with Catholic Emancipation and his support for free trade policies which set him on a collision course with his protectionist backbencher. Because of the above it is doubtful whether the Conservative party had, in fact, been radically transformed: the Peelites became a splinter group which eventually merged with the Liberal party in 1859.</p>		

Question 2	The period of Rebecca 1839-1843.	40 Marks
To what extent were the Rebecca Riots a response to mass poverty?		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Rebecca riots.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. The events of the Riots will be described and there will be response to both short-term and long-term factors such as poverty and toll-gates.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. A range of causes of the Rebecca Riots will be analysed and evaluated. The nature of short-term factors will be considered against the deep-rooted issues which affected life in rural Wales.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the Rebecca Riots were a response to mass poverty or were other factors as important. Issues to be discussed may include the anger stirred up by the tollgate issue. There was more to Rebecca than tollgates, for example, other factors included grinding poverty, tithes, workhouses and relations with the gentry. The riots thoroughly alarmed the government. The lasting legacy of Rebecca in the history of Wales showed that the causes were profound and long-lasting. Government action came thick and fast in the aftermath of the report with the 1844 Turnpike Act, the 1845 General Enclosure Act and a new Poor Law Board to humanise the hated poor laws. All these had played a part as causes.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

GCE MARK SCHEME

IN-DEPTH STUDY 4

HISTORY - UNIT HY4

JANUARY 2014

CHANGE AND CONFLICT IN WALES, 1900 – 1914

1234/16

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

Question 2	Wales and the Great War 1914-1918	40 Marks
<p>“Support for the war in Wales was weak and unenthusiastic”. Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Wales during the war.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will suggest that the support for the war in Wales was weak and unenthusiastic and may suggest other responses in a descriptive way.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will discuss whether the support for the war in Wales was weak and unenthusiastic. Candidates may discuss varying responses to war in view of soldiers and recruitment, attitudes to war from their families, workers and possibly working women and regional variations in levels of support, conscientious objectors and the response of various religious groups to the war from 1914-18.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether support for the war effort was weak and unenthusiastic. Candidates will provide a sustained evaluation of the question set against the varying responses of soldiers, workers, Welsh nationalists, religious responses, conscientious objectors and regional differences as well as industrial support for the effort.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

GCE MARK SCHEME

IN-DEPTH STUDY 5

HISTORY - UNIT HY4

JANUARY 2014

BRITAIN, 1929-1939

1234/17

Question 1	British foreign policy, 1929-1939	40 Marks
<p>“British foreign policy between 1929-1939 was clear and consistent”. Discuss.</p>		
<p><i>Level 1 answers will be mostly irrelevant or very brief; explanation will be largely unfocused on the question set.</i></p> <p>Answers will be an unfocused or weak descriptive account of foreign policy 1930-1939 with very general references to the actual question set.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will discuss whether, British foreign policy 1929-1939 was clear and consistent and may well suggest other possible views.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will discuss whether British foreign policy 1929-1939 was clear and consistent when set against other interpretations – success in protecting the empire and Britain’s economy and success in re-arming and buying time.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether British foreign policy 1929-1939 was clear and consistent. Candidates will produce a substantiated response considering possible examples of consistency such as successes and failures in avoiding conflict, re-arming issues, working with other countries, responding to legitimate grievances, various crises such as Manchuria, Abyssinia, Rhineland, Munich. The application of the policy of appeasement, attitudes towards the Empire, the desire for peace and to avoid war and fear of other nations may also feature.</p>		

Question 2	Depression and Recovery, 1933-1939.	40 Marks
<p>‘During the depression, government intervention rather than self-help was more effective in tackling social hardship.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or weak descriptive account of the depression years. There will be some unfocused narrative on the period mostly dealing with undeveloped generalisations.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be some attempt to judge whether during the depression, government intervention rather than self-help was more effective in tackling social hardship but there will be little or any development through evaluation of either explanation.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. There will be an attempt to discuss whether during the depression, government intervention rather than self-help was more effective in tackling social hardship. Expect discussion of Government reaction to unemployment, means testing, hunger marches, limited legislation, special areas, response to minority parties and other political solutions.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether during the depression, government intervention rather than self-help was more effective in tackling social hardship the 1930s. Candidates will provide a balanced account of the whole period and will develop a substantiated debate considering the impact of both aspects mentioned in the question.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 6

HISTORY - UNIT HY4

JANUARY 2014

THE GERMAN REFORMATION, c.1500-1555

1234/09

Question 1	Charles V and the German Reformation c.1515-1555	40 Marks
<p>How far was the calling of the Diet of Worms in 1521 the most significant factor in Charles V's fight against Lutheranism?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanations will be largely unfocussed on the question set</i></p> <p>Answers will be an unfocussed or descriptive accounts of the Diet of Worms and the Charles V's fight against Lutheranism.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. The calling and deliberations of the Diet of Worms was a significant factor in the Holy Roman Emperor's attempt to fight Lutheranism.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates might consider the calling of the Diet in Worms in 1521 as significant because the young Charles was attempting to stop Luther at this early stage in the Reformation. Note may be made that Charles underestimated Luther's resolve and was not prepared for the failure of the Papacy to offer adequate support for his endeavours. They might also consider that Luther now became a national figure and was able to receive the support Frederick the Wise and the opportunity to write and publish more radical pamphlets.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether the Diet of Worms significantly affected Charles V's responses to the challenge of the Reformation in Germany. They would include an assessment of the varying significance of other major factors such as the impact of the Peasants War, the support of the Imperial cities for Luther's beliefs, the Schmalkadic League, the calling of the Council of Trent and the bi-confessional settlement at Augsburg in 1555.</p>		

Question 2	The Peasants War, c.1521-1525	40 Marks
<p>‘Martin Luther’s reaction to the Peasants War had the greatest impact on its outcome.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive accounts of the Peasants War.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set that Martin Luther’s reaction had the greatest impact on the outcome of the Peasants War.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will identify the complex nature of the Peasants War and begin to assess the impact in particular of the negative reaction of Martin Luther to the conflict.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Martin Luther’s lack of support for the peasants had the greatest impact on the course and failure of the Peasants War. They would include an assessment of the impact of the varying success of the radical political, economic and social aims of the peasants and the fragmented nature of the revolt as well as its eventual outcome.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

GCE MARK SCHEME

IN-DEPTH STUDY 7

HISTORY UNIT HY4

JANUARY 2013

THE FRENCH REVOLUTION, c. 1776-1795

1234/10

Question 1	The Terror, 1792-1795	40 Marks
<p>‘Saving the Republic from its enemies was Robespierre’s main aim during the Terror.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Terror. There will be some attempt to provide a very general and superficial account of events in France from the outbreak of the war in 1792 with at best a very superficial reference to Robespierre and possibly some narrative relating to his life.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on whether saving the Republic was or was not Robespierre’s main aim. There will be some examination of the context against which Robespierre was operating within the CPS but most of this will be narrative. Descriptions of some of his policies and biographical detail which is of marginal relevance will tend to dominate the accounts with possibly some bolt on consideration of his aims.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. Candidates will focus on the view that saving the Republic from its enemies may well have been Robespierre’s main aim but that he may also have had another agenda. They will examine the context against which he dominated the CPS and consider the threats facing the Republic. There will be some consideration of what his aims were other than preserving the Republic by defeating its many enemies.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether saving the Republic from its enemies was Robespierre’s main aim. Were there other more pressing agendas which he sought to promote? Candidates will consider the argument that without securing the republic from its enemies there would be no point in pursuing other agendas. Accounts will provide detail of how the Republic was secured under Robespierre’s guidance with such measures as the levee en masse and the representatives on mission. There will be a consideration of whether this was an end in itself or whether merely the means to an end. From late 1793 with the republic seemingly secure and under pressure from the sans culottes Robespierre and his allies on the CPS adopted increasingly extreme policies. The attempt to restrict wealth (laws of Ventose) and the assault on the Catholic Church (dechristianisation) suggested an attempt to recast French society in an entirely different way. They will argue with some conviction that without the preservation of the Republic there would be nothing to improve.</p>		

Question 2	The Church and the Revolution, 1789-1795	40 Marks
<p>‘Religious reform was received enthusiastically in France during the revolution.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Catholic Church during the Revolution. There will be some attempt to provide a very general and superficial account of the relationship between the Catholic Church and the revolution and there may be a brief and undeveloped reference to religious reform during this period.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. There will be an attempt to focus on whether religious reform was received enthusiastically during the Revolution. Most of the content will be narrative and will focus in general on events which impacted on the church such as the Civil Constitution of the Clergy or the nationalisation of church land. There will be a limited attempt to present an argument of whether this reform was received with any measure of enthusiasm.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. They will focus on whether religious reform was received enthusiastically in France during the revolution. They will consider carefully those for whom the reform was welcome and who viewed it as an appropriate assault on a conservative institution which kept the third estate in their place. There may well be some reference to the ideas of enlightened thinkers. Accounts will include, in varying degrees, reference to those who opposed the changes in particular the clergy and rural populations on the margins of the country.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether religious reform was received enthusiastically in France during the revolution. There will be a clear attempt to challenge the notion and emphasis will be placed on the phrase ‘received enthusiastically’. A sustained argument will consider in detail the impact of the religious reforms on the church, who their main proponents were and their influences driving them on – particularly the <i>philosophe</i>’s. The impact of policies such as the Civil Constitution of the Clergy on the church will be examined from the perspective of the revolutionaries and those who opposed the policies for whom the response was anything but enthusiastic. There will be consideration of the response to the reforms. Detail may include the reaction to the Civil Oath and the emergence of the Refractory priests. They and their many supporters throughout France were far from enthusiastic about the changes and many drifted to join the counter-revolution. In effect the net result of religious reforms was to present significant numbers of French men and women with choices about the direction of the revolution they would rather have avoided.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

GCE MARK SCHEME

IN-DEPTH STUDY 8

HISTORY - UNIT HY 4

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

1234/11

Question 1	Abraham Lincoln and the crisis of the union 1848-1865	40 Marks
<p>‘Abraham Lincoln’s election victory in 1860 was mainly due to the popularity of the Republican party.’ Discuss.</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the career of Abraham Lincoln and the election of 1860.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will describe the policies on which Lincoln was elected in 1860 such as the free-soil policy and anti-slavery. A judgement may be reached by referring to other factors such as Lincoln’s personal popularity.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. There will be some analysis and evaluation of the main reasons for Lincoln’s electoral victory. Areas to evaluate will include the popularity of the Republican party, based largely on its policies. Other areas that will be evaluated will include Lincoln’s own contributions and the shortcomings of the Democratic Party.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether Lincoln’s election victory was mainly due to the popularity of the Republican Party. The analysis should include the election of Republican policy, Lincoln’s own role in the election, the weakness of his opponents and attempts to salvage the union.</p>		

Question 2	Reconstruction 1863-1877	40 Marks
‘The Reconstruction of the South was very limited.’ Discuss.		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the process of Reconstruction following the Civil War.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Answers will point out some of the shortcomings of Reconstruction especially in the area of economy and civil rights. There may be brief reference to the success of enfranchisement.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement. The extent of success will be debated. Areas that will be evaluated will include the economy, enfranchisement, civil rights and the resistance to change by whites.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether reconstruction was limited or were there elements of success. The extent of clear change will be analysed especially with regard to the economy and enfranchisement. Areas of limitation will include overcoming white resistance and corruption and the mixed record on economic reconstruction.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



AS/AL HISTORY

GCE MARK SCHEME

IN-DEPTH STUDY 9

HISTORY - UNIT HY 4

JANUARY 2014

NAZI GERMANY, 1933-1945

1234/12

Question 1	Support, opposition and resistance within the Third Reich, 1933-1945	40 Marks
<p>To what extent was economic policy mainly responsible for maintaining the support of the German people for the Nazis between 1933-1945?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of the Nazi regime and its policies.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. Candidates will examine the theory that economic policy was mainly responsible for maintaining the support of the German people between 1933-45.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement about why the majority of Germans supported the Nazi regime between 1933-45. Candidates should debate the premise of the question and consider the impact of economic policy upon the German people. It was in the economic context that the Nazis came to power on the promise of 'work and bread'. Furthermore the Nazis were successful in reducing unemployment in the period up to 1936 so that the German people were given a stake in the Nazi regime. Furthermore, different aspects of economic policy benefitted different groups in society. The middle classes were supporters because of a fear of the decline in their social status. Stable government and economic recovery attracted the support of the middle classes. The working classes were charmed by the Strength Through Joy programme and public works schemes. However this will be balanced against the extent to which the regime was genuinely popular with the majority of Germans and the extent to which the apparatus of the police state curtailed the opposition movements or the impact of propaganda.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not economic policy was responsible for the maintenance of the support of the German people. Candidates might argue that the German people responded positively towards different aspects of economic policy. Once the Nazis were in power the economic programme ensured at least passive acceptance of the Nazis. Candidates might conclude that the lack of co-ordinated opposition is indicative of the support of the mass of Germans for the regime. However, it could argued that the repressive totalitarian regime used a combination of propaganda to dupe its population and terror to cow people into submission. However, propaganda alone could not have sustained the Nazi regime. Clearly Nazi economic policies reflected the aspirations of a large section of the population. Propaganda eulogized the achievements of the Nazi government in the area of economic prosperity and at least up to the outbreak of war the Nazi regime benefitted from its economic successes. However, there were fluctuations in Hitler's standing with the people due to periods of economic difficulty. Indeed, the pervasive fear of terror should not be underestimated in maintaining overall support.</p>		

Question 2	Germany: war and defeat, 1939-1945	40 Marks
<p>Was Hitler’s military strategy mainly responsible for Germany’s success in the war up to 1942?</p>		
<p><i>Level 1 answers will be mostly descriptive, irrelevant or brief responses; any attempt at explanation will be largely unfocussed on the question set.</i></p> <p>Answers will be an unfocussed or descriptive account of Germany’s role in the Second World War.</p>		
<p><i>Level 2 answers will show some focus on the set question and attempt a judgement; the historical information selected will be appropriate and generally relevant.</i></p> <p>Answers will begin to focus on the question set in a generally narrative response and may make some attempt to come to a judgement on the question set. They will argue that Hitler’s strategy was the key to Germany’s military success in the war up to 1942.</p>		
<p><i>Level 3 answers will be mostly accurate and relevant to the set question with an attempt at a balanced response.</i></p> <p>Answers will consider the set issue in a developed response which makes an attempt to come to a balanced judgement about Hitler’s military strategy in the context of other factors which led to German military success up to 1942. They will discuss the extent to which the weakness of her opponents was mainly responsible for Germany’s successes up to 1942. Candidates will weigh up the influence of factors such as German military preparedness and Blitzkrieg in the face of the outdated mentality of Britain and France about static wars.</p>		
<p><i>Level 4 answers will address the set question in a sustained manner; historical information will be deployed throughout in an appropriate and lucid way.</i></p> <p>Answers will consider, through coherent arguments and a consistent evaluative approach focussing on the question set, whether or not Hitler’s military strategy was mainly responsible for German military successes up to 1942. The strategy of Hitler and his generals should be discussed including the speed and concentrated power of Blitzkrieg. However, it could be argued that Blitzkrieg was not a coherent military strategy but rather an improvised invasion strategy that was modified. The speed of German success even took the German High Command by surprise. Hitler secured the primary gains of Norway, Belgium and Holland. Then after stalling in the West, Hungary, Rumania and Bulgaria became satellites. Also, it may be pointed out that Hitler made tactical errors in this period; for example his preparation for Operation Sea Lion was half hearted and he failed to get air superiority. The effects of the strengths of Germany should be balanced against a range of other factors which affected success such as the alliance with Italy the position of Russia and the attitude of the west and good fortune. The fact that Britain and France adopted a defensive and inactive roles the speed of the victories in France and the Low countries could only be put down to weakness. Some might argue that they did not go to war at all. Yet, the Allies were not overwhelmed by superior numbers. The French had more tanks for example but did not use them in mass formation. It could be argued that in some respects Britain and France had greater firepower. This position will be debated against the military strategy of Hitler.</p>		

ASSESSMENT GRID FOR UNIT 4 DEPTH STUDY ESSAYS

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



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