



GCE MARKING SCHEME

**HISTORY - HY1
AS/Advanced**

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCE HISTORY - HY1. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

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AS/A HISTORY

MARKING SCHEME

PERIOD STUDY 1

UNIT HY1

SUMMER 2012

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

1231/01

PART (A)

Question 1 (a)	Politics, Government and the Crown, c.1483-1543	24 Marks
<p>Explain why Thomas Cromwell had fallen from power by 1540.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of Thomas Cromwell's career.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons why Cromwell had fallen from power by 1540 such as the influence of powerful noble enemies, faction at court, less patient and a more aggressive ageing king.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons why Cromwell fell from power such as the influence of the powerful noble enemies such as Norfolk, faction at court, a less patient and more aggressive ageing King, Cleves marriage fiasco and Cromwell's reputation for ruthlessness meant that he was never popular.</p> <p>Answers should focus on issues such as the decline of Cromwell's power and authority, the King's lack of trust/faith in him and his ability and the growing strength of the political opposition at court.</p>		

Question 2 (a)	Religious Reformation and Change, c.1529-1570	24 Marks
<p>Explain why the monasteries were dissolved during the reign of Henry VIII.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of the dissolution of the monasteries.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for the dissolution of the monasteries such as the appropriation of monastic property and funds and the whittling away of Church power.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for the dissolution of the monasteries such as the monasteries were a natural target for a regime at war with the Pope, the appropriation of monastic property and funds and the whittling away of Church power. Answers should focus on issues such as government policy, the king's personal needs and aims, the government's need for money and the religious/ideological argument put forward by Cromwell.</p>		

Question 3 (a)	Protest, Disorder and Rebellion, c.1529-1569	24 Marks
Explain why the Pilgrimage of Grace failed.		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of the Pilgrimage of Grace.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for the failure of the Pilgrimage of Grace such as its lack of ambition and direction, it was poorly organised and equipped, poor leadership, strong military reaction by the Crown, duplicity of the Kng and the naivety of Aske and other rebel leaders.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for the outbreak of the Pilgrimage of Grace such as poor leadership and naivety of Aske and other rebel leaders. Answers should focus on issues such as the lack of direction and ambition shown by the leaders, the poor organisation, the strong reaction of the authorities and duplicitous nature of the king.</p>		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO1b
1	<p>(1-3 marks)</p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>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>(1-5 marks)</p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
2	<p>(4-6 marks)</p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p>(6-10 marks)</p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
3	<p>(7-8 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p>(11-16 marks)</p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

PART (B)

Question 1 (b)	Politics, Government and the Crown, c.1483-1543	36 Marks
<p>To what extent were the Acts of Union between Wales and England the most important development in politics and government in the period 1483-1543?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of either the developments/changes in politics and government between 1483 – 1543 and/or the Acts of Union.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the importance of the Acts of Union and also begin to consider the importance of other factors, such as financial and bureaucratic reforms and the Privy Council, the reorganization of regional government in the North, the development of Parliament. Candidates will rightly point to the mid/late 1520s and especially the 1530s as the period of most change.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the importance of the Acts of Union. They should also consider the significance of other factors such as financial and bureaucratic reforms, the establishment of the Privy Council, the reorganization of regional government in the North and the development of Parliament. Candidates should also consider the significance of individuals like Wolsey, More and Cromwell in reforming/changing/influencing politics and government.</p>		

Question 2 (b)	Religious Reformation and Change, c.1529-1570	36 Marks
<p>To what extent was the break with Rome the most important of the religious changes made in the period 1529-1570?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of the break with Rome or the changes in religion in during the period.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the importance of the break with Rome and the subsequent passing of the Act of Supremacy, and also begin to consider the significance of some other religious changes such as the influence/impact of the European Reformation, the translation of the Scriptures, the dissolution of the monasteries and chantries and the Elizabethan Church Settlement.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the significance of the break with Rome and the later passing of the Act of Supremacy. Answers should also begin to consider the significance of other changes such as the religious legislation passed in Edward VI's Parliaments, the dissolution of the monasteries and chantries, the Elizabethan Church Settlement, the counter-reformation of Mary I and the wider influence of Luther, Calvin and Cranmer.</p>		

Question 3 (b)	Protest, Disorder and Rebellion, c.1529-1569	36 Marks
<p>To what extent were religious grievances mainly responsible for causing protest, disorder and rebellion in the period 1529-1569?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of Tudor protest, disorder and rebellion in the period 1529 – 69.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the causes of Tudor protest, disorder and rebellion in the period 1529 – 69 and also begin to consider the significance of some other factors such as government failings, social and economic grievances and government neglect.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the importance of religious grievances as the primary reason for Tudor protest, disorder and rebellion. Answers should also consider the significance of other factors such as government policies, social and economic grievances the government's failure to heed warnings of growing discontent and the response of the Church and church leaders.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
1	<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>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question</i></p>
2	<p style="text-align: center;">(5-8 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 fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues.</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;">(9-16 marks)</p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period</i></p>
3	<p style="text-align: center;">(9-12 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC</i></p>	<p style="text-align: center;">(17-24 marks)</p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set</i></p>



AS/A HISTORY

MARKING SCHEME

PERIOD STUDY 2

UNIT HY1

SUMMER 2012

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

1231/02

PART (A)

Question 1 (a)	Politics, Government and the Crown, c.1603-42	24 Marks
Explain why the relationship between Charles I and Parliament broke down.		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
Answers will be unfocussed or descriptive accounts of the reign of Charles I and/or the role of Parliament.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
Answers will explain some general reasons why Charles I's relationship with Parliament broke down such as the issue of divine right and the King's attitude to parliament, the anger and frustration of MPs at the King's apparent inability or unwillingness to include them in government or the dependence of the Crown on parliamentary finance.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
Answers will clearly explain a number of reasons why Charles I's relationship with Parliament broke down such as King behaving in an arbitrary manner, the growing unpopularity of crown, the more aggressive attitude of MPs to royal prerogative, and the reluctance of parliament to pass laws and finance bills required by the King. Answers should focus on issues such as government policy, the royal prerogative, the opposition of former MPs and gentry, the influence of propaganda and of opposition to the King.		

Question 2 (a)	Regicide, Republic and Restoration of the Monarchy, c.1648-85	24 Marks
Explain why the Major-Generals were established by Cromwell.		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
Answers will be unfocussed or descriptive accounts of the rule of the Major-Generals during the Interregnum.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
Answers will explain some general reasons why the Major-Generals were established such as to help strengthen and consolidate Cromwell's rule and to provide uniformity in administration across the country.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
Answers will clearly explain a number of reasons why the Major-Generals were established such as to help strengthen and consolidate Cromwell's rule, to secure the Republic, to provide uniformity in administration across the country and to provide security via military rule. Answers should focus on issues such as the growing unpopularity of and threats to the Republic/Commonwealth and Cromwell. The political tension caused by the dismissal of Parliament and the potential threat of rebellion should be discussed.		

Question 3 (a)	Religion, Radicalism and Dissent, c. 1645-81	24 Marks
Explain why the Anglican Church was re-established in 1660.		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of the Anglican Church at this time.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons why the Anglican Church was re-established such as hatred and distrust of Puritans and Puritanism and the rejection of religious radicalism.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons why the Anglican Church was re-established e.g. hatred and distrust of Puritans and Puritanism the rejection of religious radicalism, the power/influence of parliament and the restored monarchy and that there was no alternative but to restore the state religion. Answers should focus on issues such as the government and Crown's religious policy, the changing attitude of the people to religion and the agreement struck with Charles II in order to restore the monarchy.</p>		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO 1b
1	<p>(1-3 marks)</p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>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>(1-5 marks)</p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
2	<p>(4-6 marks)</p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue.</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p>(6-10 marks)</p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
3	<p>(7-8 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QW.</i></p>	<p>(11-16 marks)</p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

PART (B)

Question 1 (b)	Politics, Government and the Crown, c. 1603-42	36 Marks
To what extent were financial issues mainly responsible for the problems facing the Crown in the period 1603-1642?		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
Answers will be unfocussed or descriptive accounts of the reigns of James I and Charles I.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
Answers will begin to evaluate the significance of financial problems and also begin to consider the importance of other problems such as the rising tension between Parliament and Crown, the growing assertiveness of MPs and opposition to divine right and the Personal Rule.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
Answers will clearly evaluate the importance of finance. They should also consider the significance of other factors such as Parliamentary opposition to the Crown's religious and foreign policy, Ireland, Scotland, opposition to divine right and the unpopularity of royal favourites.		

Question 2 (b)	Regicide, Republic And Restoration of the Monarchy, c.1648-85	36 Marks
To what extent was the Restoration Settlement the most significant development in politics and government in the period 1648-85?		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
Answers will be unfocussed or descriptive accounts of the Restoration of the Monarchy and/or the reign of Charles II.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
Answers will begin to evaluate the significance of the Restoration Settlement and also begin to consider the significance of some developments such as the development of parliament and parliamentary power and influence, the decline in the power of the crown and the growth in political parties.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
Answers will clearly evaluate the significance of the Restoration Settlement especially the influence it had on political and constitutional developments after 1660, in relation to the position of the Crown and its relationship with Parliament. Answers should also consider the significance of other developments such as the developing power and authority of parliament and MPs, religion and foreign affairs.		

Question 3 (b)	Religion, Radicalism and Dissent, c. 1645-81	36 Marks
<p>To what extent did Parliament have the most important influence on the growth and spread of radicalism and dissent in the period 1645-1681?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of Parliament and/or growth in Radicalism and Dissent in the period 1645-81.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the importance of Parliament as a factor in for the growth in Radicalism and Dissent in the period 1645-81 and also begin to consider the importance of other factors such as the development in religious ideas, the early encouragement of radicalism, decline in support for Anglicanism, greater toleration and lessening of persecution.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the importance of Parliament as the primary reason for the growth in Radicalism and Dissent in the period 1645-81. Answers should also consider the significance of other factors such as the popularity of radicalism, the republic's religious policy and the decline in the persecution of radical dissenters and dissenting groups.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
1	<p>The answer be will descriptive or limited in scope and accuracy. Spelling and grammar may be weak.</p> <p><i>1 mark = unworthy</i></p> <p><i>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the questio.</i></p>
2	<p style="text-align: center;">(5-8 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 fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;">(9-16 marks)</p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factor.</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period</i></p>
3	<p style="text-align: center;">(9-12 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC</i></p>	<p style="text-align: center;">(17-24 marks)</p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set</i></p>



AS/A HISTORY

MARKING SCHEME

PERIOD STUDY 3

UNIT HY1

SUMMER 2012

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

1231/03

PART (A)

Question 1 (a)	Politics and government in Wales and England, 1780-1832	24 Marks
<p>Explain why Lord Liverpool's government introduced a policy of repression.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of Lord Liverpool's Tory governments.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for the policy of repression such as fear of revolution or of the growth of radicalism.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for the policy of repression introduced by Liverpool.</p> <p>Answers should focus on issues such as fear of revolution, the threat to law and order, the threat from the radical movement and the individual policies of ministers.</p>		

Question 2 (a)	Economic and social change and popular protest, 1815-1848	24 Marks
<p>Explain why the Rebecca riots took place.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of the Rebecca riots.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for the Rebecca riots. These might include references to the tollgates and poor economic conditions.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for the Rebecca riots. Answers should focus on issues such as tollgates, tithes, relations with the local gentry, agricultural poverty and the workhouses.</p>		

Question 3 (a)	Foreign Policy, 1793-1841	24 Marks
<p>Explain why the Vienna Settlement was important for British foreign policy.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of the Vienna Settlement.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons why the Vienna Settlement was important for British foreign policy such as the need for stability of the end of the French Wars.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for the importance of the Vienna Settlement for British foreign policy. Answers will focus on issues such as the establishment of a balance of power and a congress system, Britain's naval, commercial and imperial gains and the removal of the French threat.</p>		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO1b
1	<p>(1-3 marks)</p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>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>(1-5 marks)</p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
2	<p>(4-6 marks)</p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p>(6-10 marks)</p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
3	<p>(7-8 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p>(11-16 marks)</p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

PART (B)

Question 1 (b)	Politics and government in Wales and England, 1786-1832	36 Marks
<p>To what extent was the achievement of Catholic Emancipation the most important development in politics and government in the period 1780-1832?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of the importance of Catholic Emancipation.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the importance of Catholic Emancipation and also begin to consider the importance of other developments such as the Reform Act Crisis.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the achievement of Catholic Emancipation. They should also consider the importance of other developments such as the parliamentary reform movement, the importance of the French Revolution, Pitt's attempts at reform, the Liberal Tory reforms and the Reform Act crisis.</p>		

Question 2 (b)	Economic and social change and popular protest, 1815-1848	36 Marks
<p>To what extent was the Factory Reform Movement the most significant development in economic and social change and popular protest in the period 1815-1848?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of the Factory Reform Movement.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the significance of the Factory Reform Movement and also begin to consider the importance of other developments such as the Anti-Corn Law League or Chartism.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the significance of the Factory Reform Movement. They should also consider the significance of other developments such as the Poor Law, the Anti Corn Law League and popular protest, such as Swing, Rebecca, Chartism or Scotch Cattle. All these could be deployed for comparative evaluation.</p>		

Question 3 (b)		36 Marks
<p>To what extent was Palmerston the most influential figure in the development of British foreign policy in the period 1793-1841?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of Palmerston's foreign policy.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the influence of Palmerston in foreign policy and also begin to consider the importance of some other influences such as the Vienna settlement or the defeat of France or other foreign secretaries.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the influence of Palmerston on British foreign policy. They should also consider the influence of other factors such as the influence of the Vienna Settlement and the Congress System, the issues relating to the Eastern Question such as the Greek War of Independence and the Near Eastern crisis in the 1830s as well as issues like the defeat of France and the response to Liberal and nationalist issues in the 1820s and 1830s. Possible alternative factors may also be individuals such as Canning and Castlereagh.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
1	<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>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question</i></p>
2	<p style="text-align: center;">(5-8 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 fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;">(9-16 marks)</p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period</i></p>
3	<p style="text-align: center;">(9-12 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC</i></p>	<p style="text-align: center;">(17-24 marks)</p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set</i></p>



AS/A HISTORY

MARKING SCHEME

PERIOD STUDY 4

UNIT HY1

SUMMER 2012

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

1231/04

PART (A)

Question 1 (a)	Wales & England in transition, c.1880-1929	24 Marks
<p>Explain why the relief of poverty had become necessary by 1906.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of conditions in the late nineteenth/early twentieth centuries. There will be little attempt to explain why there was rising poverty by 1906.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons why the relief of poverty had become necessary by 1906. These may include reference to general poverty figures and bad social conditions.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons why the relief of poverty had become necessary by 1906. Answers should focus on issues such as the work of Booth and Rowntree, military and economic concerns, the drive for National Efficiency, the influence of New Liberalism and the new electoral concerns.</p>		

Question 2 (a)	British Foreign Policy, c.1902-1939	24 Marks
<p>Explain why Britain followed a policy of appeasement in the 1930s.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of some British foreign policy issues in the 1930s. There will be little attempt to explain why Britain followed a policy of appeasement in the 1930s.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons why Britain followed a policy of appeasement in the 1930s. These could include reference to Hitler's aggression or the fear of another war.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons why Britain followed a policy of appeasement in the 1930s. Answers should focus on issues such as public opinion, military and economic considerations, the whole issue of intervention in foreign wars, the size of the military and the personal reasons of individual ministers and leaders.</p>		

Question 3 (a)	Party politics, c.1900-1940	24 Marks
<p>Explain why support for the Liberal party declined after the First World War.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of some issues to do with the Liberal party at this time. There will be little attempt to explain why support for the Liberal party declined after the First World War by 1924.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons why support for the Liberal party declined after the First World War. These could include reference to the unpopularity of Lloyd George and the rise of the Labour party.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons why support for the Liberal party declined after the First World War. Answers should focus on issues such as public opinion attributes to Lloyd George, Ireland, industrial conflict, the effects of war including conscription and deaths, the rise of Labour and a changing electorate.</p>		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO1b
1	<p>(1-3 marks)</p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>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>(1-5 marks)</p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
2	<p>(4-6 marks)</p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p>(6-10 marks)</p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will answer the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
3	<p>(7-8 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p>(11-16 marks)</p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

PART (B)

Question 1 (b)	Wales and England in transition, c.1880-1929	36 Marks
<p>To what extent was the changing role of women the most important development in Wales and England between 1880-1929?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of some social issues affecting Britain in the period. There will be little attempt to discuss the changing role of women when set in the context of other important factors.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate to what extent the changing role of women was the most important development in Wales and England and also begin to consider the importance of some other developments such as the Liberal Reforms or the fall of the staple industries.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate to what extent the changing role of women was the most important development in Wales and England. They will also consider the importance of other developments such as the changes brought about by the social reforms of the Liberal Government, changing social conditions, the fall of the staple industries, other government reforms, the General Strike and economic and social issues in the 1920's.</p>		

Question 2 (b)	British foreign policy, c.1902-1393	36 Marks
<p>To what extent was protection of the Empire the main influence on British foreign policy, 1902-1939?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of British foreign policy, 1902-1939. There will be little attempt to discuss the influence of the protection of the Empire on British foreign policy.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the importance of the protection of the Empire as an influence on British foreign policy and also begin to consider the significance of some other influences such as the fear of Germany and war-weariness.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the significance of protection of the Empire as an influence on British foreign policy. They should also consider the significance of other influences such as the need to avoid war, splendid isolation, the search for collective security, appeasement, preparation for war and the fear of other nations.</p>		

Question 3 (b)	Party politics, c.1900-1940	36 Marks
<p>To what extent was the formation of the National Government the most significant development in party politics from 1900-1940?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of .some events associated with the National Government. There will be little attempt to discuss the significance of the formation of the National Government.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the significance of the formation of the National Government, and also begin to consider the significance of some other developments such as the decline in the support of the Liberal Party or the significance of the first Labour Government.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the significance of .the formation of the National Government in 1931. They should also consider the significance of other developments such as the pre-war Liberal governments, the demise of the Liberal party, the fall of the Conservative government in 1905, consensus government, minority party influence and general political turmoil and change between 1900-1940.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
1	<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>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question.</i></p>
2	<p style="text-align: center;">(5-8 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 fully sustained.</p> <p><i>5 marks = has general knowledge of the key issue</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;">(9-16 marks)</p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period</i></p>
3	<p style="text-align: center;">(9-12 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC</i></p>	<p style="text-align: center;">(17-24 marks)</p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set.</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set.</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set</i></p>



AS/AL HISTORY

MARKING SCHEME

PERIOD STUDY 5

UNIT HY1

SUMMER 2012

ASPECTS OF THE HISTORY OF EUROPE c.1515-1623

1231/05

PART (A)

Question 1 (a)	The threat to Europe from the Ottoman Empire, 1520-1571	24 Marks
<p>Explain why France made an alliance in 1536 with the Ottoman Empire.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of the French alliance with the Ottoman Empire.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for the French entering into an alliance with the Ottoman Empire. These would include some discussion of Hapsburg-Valois rivalry.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for the French alliance with the Ottoman Empire. Answers should focus on issues such as the bitter and protracted rivalry between Charles V and Francis I in Western Europe. The threat that France felt by being encircled by the power of the Holy Roman Emperor and the opportunity to land a blow against the champion of Christendom were all reasons for a Catholic France to enter into an alliance with the Infidel.</p>		

Question 2 (a)	Martin Luther and the German Reformation, 1517-1555	24 Marks
<p>Explain why the Papacy condemned Luther's ideas.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of the Papacy's condemnation of Luther's ideas.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for the Papacy's condemnation of Luther's ideas. These should include discussion of Luther's ideas of the worth of indulgences, sola fide and sola scriptura, all of which the Papacy saw as a religious, political and economic attack on the Catholic Church.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for the Papacy's condemnation of Luther's ideas. Answers should focus on issues such as Luther's ideas on Sola Fide and Sola Scriptura and his conviction that indulgence selling was wrong and that salvations could not be achieved by any other thing than a contrite heart. All of these ideas were a direct challenge to the power and wealth of the Catholic Church and therefore were direct reasons for the condemnation of the monk from Wittenberg.</p>		

Question 3 (a)	France, 1515-1547	24 Marks
<p>Explain why Francis I felt threatened by the Hapsburgs.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of Francis I and the Hapsburgs.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for Francis I feeling threatened by the Hapsburgs. These should include reasoning such as Francis felt that the Hapsburgs were powerful and that their power surrounded France or similar.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for Francis I feeling threatened by the Hapsburgs.</p> <p>Answers should focus on issues such as the encirclement of France by the power of the Hapsburgs in Spain, the Netherlands, Italy and the Holy Roman Empire. Francis I's defeat by Charles V in the election for the title of Holy Roman Emperor also added to this perceived threat. Candidates should also focus on rivalry for control of Milan and the protracted war between France and Spain which included Francis' capture and his sons' imprisonment.</p>		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-3 marks)	AO1b (1-5 marks)
1	<p>The answer will be descriptive or limited in scope and accuracy.</p> <p>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>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = 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.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p style="text-align: center;">(6-10 marks)</p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will answer the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
3	<p style="text-align: center;">(7-8 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p style="text-align: center;">(11-16 marks)</p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue.</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

PART (B)

Question 1 (b)	The threat to Europe from the Ottoman Empire, 1520-1571	36 Marks
<p>To what extent was the invasion of Hungary the most significant threat posed by the Ottoman Empire on Europe, 1520-1571?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of the invasion of Hungary by the Ottomans.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the significance of the invasion of Hungary in the Ottoman Empire's attack on Europe and and also begin to consider the significance of some other factors such as the attacks in the Mediterranean and the strength and organisation of the Ottoman army.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the significance of the invasion of Hungary in the Empire's attack on Europe. They should also consider the significance of other factors such as the extent and strength of Suleiman's Empire, the success of the Ottoman navy, the training and strength of the Ottoman standing army and the weakness of a disunited Europe for most of the period.</p>		

Question 2 (b)	Martin Luther and the German Reformation, 1517-1555	36 Marks
<p>To what extent was the reaction of Charles V to Luther responsible for the development of the Reformation of Germany?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of Charles V's reaction to Luther.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the significance of Charles V's reaction to Luther and also begin to consider the importance of some other factors such as the resonance of Luther's message on the reaction of the Princes.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the importance of Charles V's reaction to Luther. They should also consider the importance of some other factors such as Luther's religious message, the economic, social and political implications of Protestantism, the support of the Princes and the slow response of the Catholic Church.</p>		

Question 3 (b)	France, 1515-1547	36 Marks
<p>To what extent was Renaissance Monarchy the most significant development in the reign of Francis I?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of Renaissance Monarchy in Francis I's reign.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the significance of the development of Renaissance Monarchy in France in this period and also begin to consider the significance of some other developments such as religious, financial and cultural changes and Hapsburgs/Valois rivalry.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the significance of the development of Renaissance Monarchy in Francis I's reign. This is a major development whereby the tall, athletic, well read patron of the arts used Renaissance culture and thinking to reflect his power and authority. He enlarged his court, enhanced the relationship between France and Italy and used Italian artists and architects to project his image abroad and enhance this authority at home. They should also consider the significance of other developments such as the Hapsburg/Valois wars, religious and financial change, centralisation of government and the growing authority of the crown.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
1	<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>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question</i></p>
2	<p style="text-align: center;">(5-8 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 fully sustained.</p> <p><i>5 marks = has general knowledge of the key issue.</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;">(9-16 marks)</p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period</i></p>
3	<p style="text-align: center;">(9-12 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC</i></p>	<p style="text-align: center;">(17-24 marks)</p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set</i></p>



AS/A HISTORY

MARKING SCHEME

PERIOD STUDY 6

UNIT HY1

SUMMER 2012

ASPECTS OF THE HISTORY OF EUROPE c.1696-1815

1231/06

PART (A)

Question 1 (a)	Russia during the reign of Peter the Great, 1696-1725	24 Marks
<p>Explain why Peter the Great became involved in the Great Northern War.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of Russia during the reign of Peter the Great.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for the motivation behind Peter the Great's decision to become involved in the Great Northern war. These should include his need to assert his country on the international stage and also to challenge his main rival in the Baltic Sweden.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for Peter the Great's decision to become involved in the Great Northern war. Answers should focus on issues such as his broad aim to establish Russia as a major player in European affairs and to secure the Baltic as an area of Russian influence. Opening up a window on the west was all part of this strategy. Candidates will need to focus also on the economic and commercial benefits which were gained from this policy.</p>		

Question 2 (a)	Prussia during the reign of Frederick the Great, 1748-1786	24 Marks
<p>Explain why Prussia became involved in the Seven Years War, 1756-1763.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of some aspects of Prussia's history during the reign of Frederick the Great.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons as to why Prussia became involved in the Seven Years War during the reign of Frederick the Great. Candidates will place some emphasis on the political situation in Europe at the time including the war of Austrian Succession as a background cause. Links with Britain will be explored.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for why Prussia became involved in the Seven Years War during the reign of Frederick the Great. Answers should focus on issues such as the desire to maintain conquests gained at the expense of the Hapsburg Empire (Silesia). This was a key factor as was the decision made by Frederick to switch his political allegiances (Diplomatic Revolution). The benefits for Prussia will be balanced by the negative impact of the war.</p>		

Question 3 (a)	The Hapsburg Empire during the reign of Charles VI and Maria Theresa, 1711-1780	24 Marks
Explain why Charles VI drew up the Pragmatic Sanction.		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of aspects of the history of the Hapsburg empire during the reign of Charles VI.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for why Charles VI drew up the Pragmatic Sanction. There will be some general references to the fact that his heir was his daughter – Maria Theresa and the difficulties which this could have presented.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons why Charles VI decided to embark on a carefully constructed policy – the Pragmatic Sanction – which ultimately proved to be unsuccessful. Answers will focus on issues such as Charles' need to ensure the succession of his daughter Maria Theresa which was contrary to Salic Law, which precluded the succession of females. This decision led Charles to construct a series of agreements starting in 1713 to avoid a protracted succession dispute. In the end he could not avoid what his daughter was confronted with – the war of Austrian Succession.</p>		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO1b
1	<p>(1-3 marks)</p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>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>(1-5 marks)</p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
2	<p>(4-6 marks)</p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p>(6-10 marks)</p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
3	<p>(7-8 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p>(11-16 marks)</p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

PART (B)

Question 1 (b)	Russia during the reign of Peter the Great, 1696-1725	36 Marks
To what extent was Peter the Great's expansion of the armed forces the most successful policy of his reign, 1696-1725?		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
Answers will be unfocussed or descriptive accounts of aspects of the reign of Peter the Great. There will be little discussion of the issue posed in the question.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
Answers will begin to evaluate the success or otherwise of Peter the Great's policy of expanding his armed forces and also begin to consider the success of some other policies such as domestic and foreign policy, his westernisation or Peter's desire to establish his authority in Russia.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
Answers will clearly evaluate the success of Peter the Great's policy in expanding his armed forces. They should also consider the success of other policies such as Peter's domestic policy and westernisation. Some understanding of the benefits of prestige diverting the Russian nobility into other areas will be carefully considered. Answers will clearly attempt an evaluation of the main issues which affected his expansion of his armed forces. Peter's armed forces were the vehicle with which he was able to establish Russia as a significant player on the European diplomatic scene.		

Question 2 (b)	Prussia during the reign of Frederick the Great, 1740-1786	36 Marks
To what extent was Frederick the Great's invasion of Silesia the most important development for Prussia during his reign 1740-1786?		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
Answers will be unfocussed or descriptive accounts of Prussia during the reign of Frederick the Great. There will be a little discussion of whether the invasion of Silesia was the most important development for Prussia during Frederick the Great's reign.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
Answers will begin to evaluate the extent to which the invasion of Silesia is the most important development for Prussia during the reign of Frederick the Great and also begin to consider the importance of some other developments such as his domestic reforms and his policy of enlightened despotism. Some candidates may well adopt a listing response covering various reasons behind the invasion of Silesia.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
Answers will clearly evaluate whether or not the invasion of Silesia was the most important development for Prussia rapidly expanding her status as a major power by challenging the might of the Hapsburg Empire. The key event in this was Frederick's opportunistic assault on the Hapsburg empire, which saw him capitalise on the succession of Maria Theresa and the concerns stemming from this. While Fredericks domestic reforms were significant in ensuring internal stability, the power and prestige of his state was forged on the battlefields of Europe. They should also consider the importance of other factors such as that the Diplomatic Revolution which was a much more important development for Prussia since it tied her to Britain.		

Question 3 (b)	The Hapsburg Empire during the reign of Charles VI and Maria Theresa, 1711-1780	36 Marks
<p>To what extent was the War of Austrian Succession the most significant development in the Hapsburg Empire, 1711-1780?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of some aspects of the Hapsburg empire over the period 1711-1780. There will be little discussion of the extent to which the war of Austrian Succession was mainly responsible for change in the Hapsburg Empire, 1711-1780.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate whether the war of the Austrian Succession was the most significant development during the Hapsburg Empire, 1711-1780 and also begin to consider the significance of some other developments such as Diplomatic Revolution which had a major impact on diplomacy and contributed to the Seven Years War.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the extent to which the war of Austrian Succession was mainly responsible for change in the Hapsburg Empire, 1711-1780. They should also consider the significance of other factors such as the Pragmatic Sanction, the Diplomatic Revolution, relations with Hungary and Maria Theresa's domestic reforms. There will be good analysis of the War of Succession and a clear emphasis on the word mainly the war will be balanced against other important developments. Some will also focus on the domestic reforms in addition to foreign matters. Answers will clearly attempt an evaluation of the main issues affecting the Hapsburg empire in this period which contributed to change.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
1	<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>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question</i></p>
2	<p style="text-align: center;">(5-8 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 fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;">(9-16 marks)</p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period</i></p>
3	<p style="text-align: center;">(9-12 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC</i></p>	<p style="text-align: center;">(17-24 marks)</p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set</i></p>



AS/A HISTORY

MARKING SCHEME

PERIOD STUDY 7

UNIT HY1

SUMMER 2012

ASPECTS OF THE HISTORY OF EUROPE c.1815-1917

1231/07

PART (A)

Question 1 (a)	Europe, 1815-1856	24 Marks
Explain why Congresses were held in the period 1815-1822.		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
Answers will be unfocussed or descriptive accounts of the Congresses.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
Answers will explain some general reasons why Congresses were held in the period. There will be general references to the problem caused by 22 years of war and the need to maintain peace. There will be general references to the influence of the French revolution and the ideas of liberalism and nationalism creating revolutionary situations which needed to be discussed.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
Answers will clearly explain a number of reasons why Congresses were held in the period. References should be made to Aix la Chapelle, Tropau, Laibach and Verona. Answers should focus on issues such as the common interests of the powers in the Congresses in the period; the position of France and the post war settlement; the liberal and nationalist revolutions in Spain and Naples and the Greek Question. The Congresses reflected the common and individual aspirations of the powers and became on occasion a method of mediation between the powers.		

Question 2 (a)	Italy, 1830-1871	24 Marks
Explain why Mazzini was an important figure in the Italian nationalist movement.		
<i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i>		
Answers will be unfocussed or descriptive accounts of Mazzini's career.		
<i>Level 2 answers will be appropriate and generally relevant to the question set.</i>		
Answers will explain some general reasons for the importance of Mazzini to the Nationalist movement such as he provided a model for change and fostered national consciousness; he formed the Young Italy movement and have the notion of Italian unity a sense of purpose through education and insurrection. He created an ideal which threatened those in power and gave shape to the cause of national unity. He kept a constant stream of letters and was a successful publiciser of ideas.		
<i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i>		
Answers will clearly explain a number of reasons why Mazzini was an important figure in the Nationalist movement. Answers should focus on issues such as the positive and negative impact of Mazzini upon the Nationalist movement. Candidates might assert that he kept the cause of Italian unity alive even when in exile. He was an inspiration for young radicals. However, it could be asserted that his extremism led to a more moderate nationalism to develop a different set of ideas about how to unify Italy. In this respect he divided the nationalist movement. Arguably, the failure of Mazzinianism helped the nationalist movement.		

Question 3 (a)	Germany, 1830-1871	24 Marks
Explain why Austria had declined by 1866.		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of Austria in the period.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for the decline of Austria. This may involve general references to the fact that Prussia had become the dominant state in Germany. There will be general reference to the economic growth of Prussia or the multi-national nature of the empire.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for why Austria declined by 1866. Answers should focus on issues such as military defeat in 1859; mounting financial difficulties caused by the cost of keeping her large armies mobilized and the failure to reform; exclusion from the Zollverein and the economic preponderance of Prussia and defeat in 1866. Prussia became the dominant state in Germany.</p>		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a	AO1b
1	<p>(1-3 marks)</p> <p>The answer will be descriptive or limited in scope and accuracy.</p> <p>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>(1-5 marks)</p> <p>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = topic based response</i></p>
2	<p>(4-6 marks)</p> <p>The answer will display general historical knowledge of the topic but will still be limited in range or depth.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p>(6-10 marks)</p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
3	<p>(7-8 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p>(11-16 marks)</p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

PART (B)

Question 1 (b)	Europe, 1815-1856	36 Marks
To what extent was the Eastern Question the most significant issue affecting Europe in the period 1815-1856?		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
Answers will be unfocussed or descriptive accounts of the major events of the Eastern Question there will be little attempt to discuss the 1848 revolutions in Europe.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
Answers will begin to evaluate the significance of the Eastern Question in polarising discontent of Britain, France, Austria and Russia into one area but will consider the importance of the fear of revolution and also consider the significance of other factors such as the desire to contain France, the need to maintain a balance of power at Vienna.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
Answers will clearly evaluate the significance of the Eastern Question in being the dominant diplomatic issue among the Great Powers. Candidates will evaluate its political, strategic, economic, religious and cultural significance in the period. They should also consider the significance of other factors such as the need to preserve a balance of power and self-interest at Vienna, did the Holy alliance and the characteristics of the autocracies define the period or how important was the Congress System.		

Question 2 (b)	Italy, 1830-1871	36 Marks
To what extent was the Papacy the main obstacle to Italian unification in the period 1830-1871?		
<i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i>		
Answers will be unfocussed or descriptive accounts of the role of the Papacy within Italian unification.		
<i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i>		
Answers will begin to evaluate the role of the Papacy in hindering the process of unification and also discuss other factors such as the roles of Garibaldi and Cavour, or the contribution of foreign aid.		
<i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i>		
Answers will clearly evaluate the significance of the Papacy in hindering the process of unification when set against other factors. Candidates should explore the fact that the Papacy defended its spiritual authority as well as its temporal power and any reforms that Pius IX undertook were to strengthen that authority. The Papal states prevented the creation of a unified Italian state. Candidates should consider the allocation of 1848, the Syllabus of Errors, 1864, the position of Rome and the support of France through Louis Napoleon. Candidates should also consider other obstacles to the movement for unification the position of Austria and France And Britain, the republican movement in Italy spearheaded by Mazzini and Garibaldi, the negative influence of Napoleon III and Garibaldi. Geographical and regional differences should be highlighted as well as social, economic and cultural divisions.		

Question 3 (b)	Germany, 1830-1871	36 Marks
<p>To what extent was Bismarck’s diplomacy mainly responsible for German unification in the period 1830-71?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of German unification.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the importance of the diplomacy of Bismarck and also consider the importance of other factors such as the Prussian military and the role of the German nationalists.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the importance of Bismarck’s diplomacy. They should also consider the significance of other factors such as military success, e.g. the work of Von Roon and Moltke; the victories of Prussia; the Schleswig Holstein affair; Austria; Franco-Prussian war. Candidates should make some evaluation of Bismarck’s overall plans, or did he just exploit opportunities. Candidates will also evaluate the growing appeal of a national market through the Zollverein and argue that Prussian diplomacy was found upon this extreme dynamic. This led to the process of German unification. There is the view that Germany was united by coal and iron. Candidates will evaluate the extent to which Bismarck exploited economic forces. Candidates will also focus upon a range of other factors that influenced unification, such as Austrian exclusion, the German Confederation, the failure of the Frankfurt assembly and the influence of nationalist movements.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
1	<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>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question</i></p>
2	<p style="text-align: center;">(5-8 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 fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;">(9-16 marks)</p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period</i></p>
3	<p style="text-align: center;">(9-12 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC</i></p>	<p style="text-align: center;">(17-24 marks)</p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set</i></p>



AS/A HISTORY

MARKING SCHEME

PERIOD STUDY 8

UNIT HY1

SUMMER 2012

ASPECTS OF THE HISTORY OF EUROPE c.1878-1980

1231/08

PART (A)

Question 1 (a)	International relations, 1878-1920	24 Marks
<p>Explain why German foreign policy increased tensions in Europe before 1914.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of German foreign policy before 1914.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for German expansionist foreign policy such as Weltpolitik and naval rivalry.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons why German foreign policy increased tensions before 1914. Answers should focus on issues such as fear of encirclement, German aims in Morocco, German reaction to Sarajevo, German alliances; failure to continue the Dreikaiserbund, Triple alliance and Weltpolitik.</p>		

Question 2 (a)	Italy, 1918-1944	24 Marks
<p>Explain why Mussolini was appointed Prime Minister of Italy in 1922.</p>		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of post-war Italy up to 1922.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons for the appointment of Mussolini as Prime Minister. These should include references to the failure of the liberal government in Italy.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons for the appointment of Mussolini as Prime Minister. Answers should focus on issues such as the impact of the First World War and the weakness of the Liberal government; the socialist challenge; the opportunism of Mussolini; the role of the King and the Papacy; the general appeal of Mussolini and the Fascist movement.</p>		

Question 3 (a)	The Communist Revolution in Russia, 1917-1941	24 Marks
Explain why Stalin introduced the collectivisation of agriculture.		
<p><i>Level 1 answers will be unfocussed on the question set or mostly inaccurate.</i></p> <p>Answers will be unfocussed or descriptive accounts of the Russian economy under Stalin.</p>		
<p><i>Level 2 answers will be appropriate and generally relevant to the question set.</i></p> <p>Answers will explain some general reasons why Stalin introduced collectivisation. There will be some generalised references to the need for a planned and centralised economy; the need to match and overhaul the economies of the advanced capitalist states.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will provide a clearly focussed explanation to the question set.</i></p> <p>Answers will clearly explain a number of reasons why Stalin introduced collectivisation. Answers should focus on issues such as agricultural productivity had to support industrialisation triggered by the Five Year Plans. The shift to economics of scale instead of peasant holdings because state procurements of grain from the peasants had been falling. The use of machinery would radically increase production and this amounted to social and economic revolution on a massive scale. Also it was linked to the political revolution and directed at the enemies of socialism, the Kulaks. Therefore such a move represented the destruction of the last remnants of capitalism. It was a socialist solution for agriculture. It also allowed the government to eradicate other features of the old world such as the parish priest.</p>		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-3 marks)	AO1b (1-5 marks)
1	<p>The answer will be descriptive or limited in scope and accuracy.</p> <p>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>The answer will be largely unfocussed on the set question with little explanation of any of the key factors.</p> <p><i>1 mark = no valid explanation offered at all; one liner, waffle</i></p> <p><i>3 marks = something on the topic but largely irrelevant to question</i></p> <p><i>5 marks = 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.</p> <p>There will be some lapses in spelling and grammar and coherence will not be fully sustained.</p> <p><i>4 marks = just shows general knowledge of the issue</i></p> <p><i>6 marks = has general knowledge of the key issue and some wider factors</i></p>	<p style="text-align: center;">(6-10 marks)</p> <p>There will be a valid attempt at explaining at least two of the key factors.</p> <p>The answer will address the set question in a mostly general manner.</p> <p><i>6 marks = just has some basic explanation of something in the question</i></p> <p><i>8 marks = valid but weak / sketchy explanation of the key issue</i></p> <p><i>10 marks = listing approach to explaining the key issue</i></p>
3	<p style="text-align: center;">(7-8 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material.</p> <p>Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>7 marks = uses specific facts relating to the key issue in the question</i></p> <p><i>8 marks = as above with good QWC</i></p>	<p style="text-align: center;">(11-16 marks)</p> <p>There will be a clear and coherent attempt to explain a range of factors relating to the key issue.</p> <p>The answer will be fully focussed on the set question.</p> <p><i>11 marks = able to make an attempt at a linked explanation of the key issue</i></p> <p><i>14 marks = provides a reasonable linked explanation of the key issue</i></p> <p><i>16 marks = able to provide a linked explanation set in the context of the origin, developments and importance of the key issue in the question: uses a clear linking mechanism, such as chronology</i></p>

PART (B)

Question 1 (b)	International relations, 1878-1920	36 Marks
<p>To what extent did peace treaties have the most significant impact upon international relations in the period 1878-1920?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of the major peace treaties of the period such as the Treaty of Berlin 1878 and/or the Versailles settlement 1919.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will evaluate the impact of the Peace treaties on international relations and also begin to consider the significance of other factors such as Balkan nationalism and the increasing ambition of Germany.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the significance of the peace treaties on international relations, for example: the Treaty of Berlin led to the dissatisfaction of the Balkan states, the humiliation of the Ottoman empire and the anger of Russia; Versailles led to the exclusion of some states, the persistence of ethnic minorities under foreign rule, the survival of Germany and the absence of a means of enforcement of the ideals. They should also consider the significance of other factors that impacted on international relations such as the impact of the Alliance system, German imperialism, the implications of Balkan instability, the arms race, and general militarism and colonial rivalries. Candidates should evaluate the extent to which the treaties had a positive or negative impact upon international relations.</p>		

Question 2 (b)	Italy, 1918-1946	36 Marks
<p>To what extent was foreign policy mainly responsible for maintaining the support of the Italian people for Mussolini between 1922-1944?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of the Fascist state in Italy.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate foreign policy as a factor in maintaining the support of the Italian people and also begin to consider the importance of other factors such as social and economic policy and religious policy successes.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the importance of foreign policy in monitoring the support for Mussolini. There should be reference to the fact that he restored national pride provided Italy with an Empire; had colonial ambitions; snubbed the League of Nations and presented himself as peacemaker at Locarno and Munich. They should also consider the significance of other factors such as impact of welfare and economic policies, social and religious policy, terror, and the role of propaganda.</p>		

Question 3 (b)	The Communist revolution in Russia, 1917-1941	36 Marks
<p>To what extent were industrial workers the group most affected by the Communist revolution in Russia in the period 1917-1941?</p>		
<p><i>Level 1 answers will be unfocussed on the set question; they will fail to evaluate the relevant issues.</i></p> <p>Answers will be unfocussed or descriptive accounts of the Communist revolution in Russia.</p>		
<p><i>Level 2 answers will use appropriate knowledge to make an evaluation of the main issue against a limited range of other factors.</i></p> <p>Answers will begin to evaluate the effects of the Communist revolution upon the industrial workers of Russia and also begin to consider the effect of the Communist revolution upon other groups in society such as women, peasant farmers, politicians and artists.</p>		
<p><i>Level 3 answers will use accurate knowledge; they will consider the set issue by presenting coherent arguments and a consistent evaluative approach.</i></p> <p>Answers will clearly evaluate the significance of the Communist revolution upon industrial workers. Popular opinion as measured in the towns indicated that the majority of workers accepted the regime especially for its welfare policies. In the villages the picture was somewhat different. This might suggest that workers were affected in a positive way but there was also some negative impact. Candidates will measure the impact upon the industrial workers by considering the sacrifices made by industrial workers such as unrealistic production quotas; restrictions upon movements; limited availability of consumer goods; decline in living standards. They should also consider the effect of the Communist revolution upon other groups in society such as peasants and farm labourers, women, the young, politicians, the church and artists.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or irrelevant answers		
Level	AO1a (1-4 marks)	AO1b (1-8 marks)
1	<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>2 marks = something on the topic</i></p> <p><i>4 marks = something on the topic and QWC</i></p>	<p>The answer will fail to evaluate the required issue. The answer will be mostly descriptive or narrative. Any judgement will be simplistic or unsubstantial.</p> <p><i>1 mark = no valid evaluation offered at all; one liner, waffle</i></p> <p><i>4 marks = topic based response; something on the topic but largely irrelevant to the question set</i></p> <p><i>8 marks = one sided evaluation focussing only on the key factor in the question</i></p>
2	<p style="text-align: center;">(5-8 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 fully sustained.</p> <p><i>5 marks = has general knowledge of the key issues</i></p> <p><i>8 marks = has general knowledge of the key issues including the wider factors and reasonable QWC</i></p>	<p style="text-align: center;">(9-16 marks)</p> <p>There will be an attempt to evaluate the main issue and/or a limited range of other factors, if appropriate. The answer will reach a generally balanced judgement with some support.</p> <p><i>9 marks = has some basic evaluation of the key factor in the question and mentions one or more other factors</i></p> <p><i>12 marks = valid listing of factors connected to the question; may fail to cover the main factor presented</i></p> <p><i>16 marks = listing of "other" factors but little convincing ranking and / or evaluation or coverage of the period</i></p>
3	<p style="text-align: center;">(9-12 marks)</p> <p>The answer will display a high level of specific knowledge with good selection of supporting material. Spelling will be accurate and grammatical rules consistently applied.</p> <p><i>9 marks = specific facts relating to the key issue and a range of factors in the question</i></p> <p><i>11 marks = specific facts relating to the key issue and a fuller range of factors in the question</i></p> <p><i>12 marks = specific facts relating to the key issue and a fuller range of factors in the question with good QWC</i></p>	<p style="text-align: center;">(17-24 marks)</p> <p>The answer will evaluate the set issue with coherent arguments and specific support. The judgements reached will be well substantiated.</p> <p><i>18 marks = makes an undeveloped evaluation of the key issues covering most of the period set</i></p> <p><i>21 marks = provides a reasonable evaluation of the key issue covering the origin or key developments or importance of the key factor in the question and covering a substantial part of the period set</i></p> <p><i>24 marks = provides a meaningful evaluation of the key factors set in the context of the origin, key developments and importance of the key factor in the question; shows a clear evaluative approach and provides a sound judgement covering all of the period set</i></p>



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