



GCE MARKING SCHEME

**HISTORY - HY2
AS/Advanced**

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCE HISTORY - HY2. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

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AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 1

UNIT HY2

SUMMER 2012

WALES & THE TUDOR STATE, c.1529-1588

1232/01

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source B. Use the source and your own knowledge to explain the meaning of the phrase “Courts of Great Sessions”.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the sessions courts which held trials.		
<i>Level 2 The answer will display specific historical knowledge about the named word or phrase.</i>		
Answers will refer specifically to Courts of Great Sessions and explain the importance of the Courts and the judicial authority they enjoyed in the new judicial circuits.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use these sources and your own knowledge to explain the significance of the union of England and Wales.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For instance Source A says the union of Wales and England had many advantages for both. Source B says that English language was now going to be the language used in the courts in Wales</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical information.</i></p> <p>Answers will refer to the significance of the union of England and Wales especially in relation to law enforcement and its ability to heal long-standing hostilities between the English and the Welsh. The effects of the Union on the Welsh language by the adoption of English as the language of law and government should also be commented on.</p> <p>There will be reference to the authorship of one or more sources. Expect reference to the author of Source A being a contemporary member of the gentry and Source B coming from the Acts of Unions.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources D and E. How reliable are these sources in explaining the effects of Tudor punishments in Wales?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the effects of Tudor punishment in Wales.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the effects of Tudor punishment in Wales. There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Expect discussion of a private letter and a book written slightly later.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the effects of Tudor punishment in Wales – hanging of criminals irrespective of their class, both commoners and landowners – and the fear of being sued and made bankrupt by corrupt lawyers bending the law to suit themselves</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Lee's position will be discussed as will the social status of Vaughan and his family.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry.</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry.</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry.</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and E. How far does Source E support or contradict the interpretation of the Council of Wales and the Marches given in Source C?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding of the Council of Wales and the Marches.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. Source C clearly sees the Council as an effective body. The evidence of Vaughan in Source E does not support this view.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that whereas Source C suggests that the Council was effective, Source E does not. It seems that the historian writing in Source C with a degree of hindsight is more positive about the effectiveness of the Council than the biased near-contemporary in Source E. To the latter the Council had become a burden.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the view that the Council of Wales worked well and that it was an effective instrument of government, law and order.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.</p> <p>A judgement will be made as to how far Source E supports or contradicts the interpretation in Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources to an understanding of the developing relationship between Wales and the Tudor State between 1529 and 1588?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to an understanding of the relationship between Wales and the Tudor State between 1529 and 1588. Answers here may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a clear indication of the problems that existed in Wales and their effect on the relationship between the Principality and the Tudor State during the sixteenth century. They also refer clearly to the problems that confronted the authorities in terms of government, language, law and order all of which conspired to hinder a closer relationship between England and Wales.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources are really useful in considering certain aspects of the government, language and judiciary of Wales and their relationship with the Tudor State. Answers will also discuss the rather limited sources available to historians of this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocused way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions.</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions.</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context.</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context.</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set.</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source B. Use the source and your own knowledge to explain the phrase 'the Court of Star Chamber'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the Court of Star Chamber.		
<i>Level 2 answers will display specific historical knowledge about the named word or phrase.</i>		
Answers will refer specifically to the Court of Star Chamber and explain the importance of this London Court and the judicial authority it enjoyed in Wales.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use these sources and your own knowledge to explain the significance of political corruption of Wales.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only to describe aspects of political corruption of Wales. For example, Source A says that an election in Haverfordwest in 1571 was corrupt. Source B says that the politicians in West Wales were oppressive and corrupt.</p>		
<p><i>Level 2 answers will develop the information gathered from the from the sources with accurate deployment of additional historical information.</i></p> <p>Answers will refer to the significance of political corruption of Wales especially in relation to the power it gave landowners and office holders in their home county and the contacts they were able to make in London and at Court. Parliamentary representation and office holding were often gained by corrupt means by ambitious men who used them to cement political factions and alliances.</p> <p>There will be reference to the authorship of one or more sources. Expect references to the view of a notable historian and to a very annoyed contemporary landowner.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p style="text-align: center;">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named.</p>	<p style="text-align: center;">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
2	<p style="text-align: center;">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named.</p>	<p style="text-align: center;">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and C. How reliable are Sources A and C in explaining the system of law and order in Tudor Wales?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the system of law and order in Wales</p>		
<p><i>Level 2 will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the system of law and order in Wales – shambolic and corrupt according to some but praised by others.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Expect reference to an academic historian and a leading local official.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the system of law and order – effectively controlling law, justice and the courts but contrasted by chaos and corruption.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers should comment on the reliability of Neale, although the example used is very narrow. Price may have a vested interest in giving a rather false report of the state of law and order.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources D and E. How far does Source E support or contradict the interpretation of the power and authority of the Lord President of Wales given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the power and authority of the Lord President of Wales.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. The interpretation is that Lord Presidents used piracy as an excuse to increase their power. This is not supported by the evidence of Herbert.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that whereas Source E suggests piracy and associated law breaking was a major problem which the Lord President seemed unable to resolve, Source D does not. It seems that the historian writing in Source D with a degree of hindsight is more balanced than the near-contemporary in Source E.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the power and authority of the Lord President of Wales. Had lawlessness, piracy and unruly gentry become serious problems which the Lord President seemed powerless to deal with?</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.</p> <p>A judgement will be made as to how far Source E supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources to an understanding of the developing relationship between Wales and the Tudor State between 1529 and 1588?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the relationship between Wales and the Tudor State between 1529 and 1588. Answers here may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a clear indication of the problems that existed in Wales and their effect on the relationship between the Principality and the Tudor State during the sixteenth century. They also refer clearly to the problems that confronted the authorities in terms of government, piracy, corruption, law and order all of which conspired to hinder a closer relationship between England and Wales. On the other hand, the London-based Court of Star Chamber appears to have been effective in punishing wrongdoers in Wales. However, can the judges be trusted, were they impartial?</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, the sources are really useful in considering certain aspects of the government, administration and judiciary of Wales and their relationship with the Tudor State. Answers will also discuss the rather limited sources available to historians of this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocused way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omission</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 2

UNIT HY2

SUMMER 2012

REBELLION & REPUBLIC, c.1629-1660
1232/02

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source E. Use the source and your own knowledge to explain the term 'Levellers'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the Levellers as a radical group during the Civil War.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the Levellers and explain the importance of their radical political and religious belief during the Civil War.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
Study Sources A and B. Use these sources and your own knowledge to explain the significance of Ship Money.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only to explain the significance of Ship Money. For instance Source A says that the King needed money. Source B says the same really.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the significance of Ship Money, especially in relation to its enforcement and its ability to cause hostility.		
There will be reference to the authorship of one or both sources. Source A is evidence that King Charles saw Ship Money as essential to the defence of the country but that collecting it was difficult. Dodd also sees Ship Money as a major issue in the quarrel with Parliament.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	(1 mark) The answer will display general historical knowledge about the topic named	(1-3 marks) The answer will use mostly information from the sources to explain the set issue <i>1 mark = copying or comprehension of one source</i> <i>2 marks = copying or comprehension of both sources</i> <i>3 marks = uses content of sources only to explain the importance of the set issue</i>
2	(2 marks) The answer will display specific historical knowledge about the topic named	(4-6 marks) The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources. <i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i> <i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i> <i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources C and E. How reliable are Sources C and E in explaining opposition to the King?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining opposition to the King.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding opposition to the King. The source saw the King's behaviour and his growing unpopularity and the rise of political and religious opposition groups.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Expect reference to an enemy of the King and an academic historian.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the nature and strength of the opposition to the King.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Expect discussion of the evidence provided by a Parliamentary supporter who could be biased against the King (Source C). Source E is written by a specialist in the history of the period who sees the opposition as driven later by radicals. His view differs from that of Powell, but is more objective.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of King Charles given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation of King Charles.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. The historian implies that Charles was not a man to be trusted. Rice Powell's evidence backs up his view.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation by considering the authorship of each. Answers will refer generally to the authorship of the sources and link this to the view that King Charles was untrustworthy because of his lies and manipulative personality and was responsible for the Civil War because of his determination to rule absolutely.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the view that King Charles was not to be trusted and that his behaviour in public contrasted to that in private.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoints of each author and date of writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may be restricted to comprehension or copying from the sources</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set sources</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the causes and events of the Civil War?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the causes and events of the Civil War. Answers here may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a clear indication of the problems that existed in the kingdom and their effect on the relationship between the Crown and Parliament and what this meant for the ordinary people. This helps explain the reasons why the nation drifted to war.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources are really useful in considering certain aspects of the causes and events of the Civil War. Answers will also discuss the rather limited sources available to historians of this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p align="center">(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p align="center">(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p align="center">(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p align="center">(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p align="center">(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context</i></p>
3	<p align="center">(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p align="center">(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p align="center">(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source A. Use the source and your own knowledge to explain the meaning of the term 'New Model Army'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the New Model Army as a force used in the Civil War.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the New Model Army and explain the importance of its creation, organisation and effectiveness.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and E. Use these sources and your own knowledge to explain the significance of the role of senior officers in the New Model Army.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only to refer to the officers of the New Model Army. Source A says that the officers were corrupt. Source E calls them cruel and uncaring.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the significance of the role of senior officers in the New Model Army, especially in relation to their abuse of power. There might be some reference to the existence of army nurses at this time.</p> <p>There will be reference to the authorship of one or both sources. Phillips is a specialist in the history of the period and Hutchinson had direct experience of dealing with senior officers.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and D. How reliable are Sources A and D in explaining the policies of Oliver Cromwell?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the behaviour and attitude of Cromwell.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding Cromwell's conduct: he was behaving like a tyrant. He seems willing to abandon his principles when it suits him. Turning a blind eye to corrupt officers suggests that he either condones what is going on or is too weak to deal with it.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Expect reference to an academic historian and a royalist supporter.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the apparently tyrannical and contradictory policies of Oliver Cromwell.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Phillips gives a strong interpretation of Cromwell as unfair and corrupt. As an academic historian, he should be basing his conclusions on solid evidence. Birkenhead gives a similar view, but his reliability must be questioned as he is a royalist supporter who is writing in a broadsheet, aimed at a similar audience opposed to Cromwell.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources B and C. How far does Source B support or contradict the interpretation of Rowland Laugharne given in Source C?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding Rowland Laugharne.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. The historian sees Laugharne as corrupt, but the evidence of Needham says the opposite.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation by considering the authorship of each. Answers will refer generally to the view that Rowland Laugharne was a traitor and that he deserved to be tried, found guilty and executed. Nedham's explanation suggests that he was no traitor but a good commander looking after the welfare of his troops. One might suggest that parliament was at fault for not ensuring the troops had been paid the wages owing to them.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation that Rowland Laugharne was a traitor and that, by the standards of the day, he deserved to be tried, found guilty and executed.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date in writing. The issue of contemporary opinion and later hindsight will figure in candidates' explanation.</p> <p>A judgement will be made as to how far Source B supports or contradicts the interpretation in Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the causes and events of the Civil War?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the causes and events of the civil War. Answers here may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a clear indication of some key events during the war with strong hints as to why that war broke out. The Leveller programme indicates why some people went to war, as does the reference to the need to rid the country of a tyrant.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For , the sources are really useful in considering aspects of the events of the Civil War but less soon its causes. Answers will also discuss the rather limited sources available to historians of this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark)	(1 mark)	(1-8 marks)
	The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	The answer will only offer the briefest of judgements on the usefulness of the sources.	The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks)	(2-3 marks)	(9-16 marks)
	The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	The answer offers a limited judgement on the utility of the sources.	The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i>
3	(4 marks)	(4 marks)	(17-24 marks)
	The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	The answer gives a supported judgement on the utility of the sources	There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 3

UNIT HY2

SUMMER 2012

REFORM & PROTEST c.1830-1848

1232/03

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source C. Use the source and your own knowledge to explain the meaning of the phrase 'the Reform Bill'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the bill to reform Parliament.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the contents of the reform bill, the campaign to pass it or perhaps the national debate over it.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	(1-2 marks) The answer will display general historical knowledge about the named word or phrase. <i>2 marks = has got a gist of the meaning</i>
2	(3-4 marks) The answer will display specific historical knowledge about the named word or phrase. <i>4 marks = meaningful and valid understanding of the term or phrase</i>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use these sources and your own knowledge to explain the significance of the campaign for parliamentary reform.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For instance, the sources mention the defects of the unreformed system and conservative fears of the political unions.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the significance of the campaign for parliamentary reform, probably referring to the case for reform, the radical agenda, the importance of the political unions and the Whig conversion to reform.</p> <p>There will be reference to the authorship of one or both sources. Source A is from a radical group in favour of reform. Source B is from an opposing group which plays down its significance.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p style="text-align: center;">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p style="text-align: center;">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p style="text-align: center;">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p style="text-align: center;">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources B and E. How reliable are Sources B and E in explaining why there was a Reform crisis in 1830-1832?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the Reform crisis in 1830-1832. Source B refers to the conservative view of the political unions, whilst Source E reveals the importance of the rotten boroughs in the debate.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the Reform crisis in 1830-1832. For example, the sources are reliable in revealing conservative fears and the importance of the rotten borough system.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Source B is scathing about the pretensions of the political unions whereas Source E presents the Tories in a less flattering light trying to prop up a decaying system. Source B is from a group opposed to reform, and Source E is drawn by an artist who is probably in favour.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the Reform crisis in 1830-1832.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers should comment on the authorship, content, audience and purpose of the sources. Source B is from a most unsympathetic view of the political unions, whilst Source E is using the skills of a cartoonist to make a point.</p>		

ASSESSMENT GRID FOR PART (c)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of support of Chartism in 1848 given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding support for Chartism in 1848. Source D describes the upper and middle class reaction to Chartism, whereas Source C gives a contemporary view.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, Source C directly contradicts the interpretation of Source D.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will generally refer to the authorship of the sources and link this to the interpretation of Chartism. Source D is the view of a radical historian stressing the sheer size of the Chartists' support, embracing all classes. Source C is that of a contemporary who denies any such support.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding support for Chartism.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing and the circumstances in which each view was expressed. They should consider the motivation behind Sources C and D and why they might be contradictory in their views.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding protest and reform in Wales and England, 1830-48?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of some aspects of social reform and political protest. Answers may be a basic trawl of the content, although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources provide some context on the campaign for parliamentary reform, the reform crisis and the Chartist demonstration of 1848. There is no comment on other aspects of the Chartist Movement and other popular protest. The wider issue of social reform is not addressed particularly by the poor law reform, educational reform and the fuller context of factory and mines reform.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources give some insight into parliamentary reform and popular protest. The wider context of the poor law reform in terms of causation and consequence is not effectively addressed. The whole range of rural popular protest and earlier aspects of Chartism is ignored. The wider aspects of social reform need to be addressed. There will be evaluation of the range of sources and their type.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocused way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source A. Use the source and your own knowledge to explain the phrase 'Boards of Guardians'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the new arrangements for running the workhouses.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the replacement of the magistrates by ratepayers to reduce the costs of the old Poor law.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
Study Sources B and C. Use these sources and your own knowledge to explain the importance of factory work in this period.		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. Source B gives a robust medical view of child labour, whereas Source C is a factory inspector's view of the conditions.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the important effect that reports of factory labour had on public opinion and prominent and influential members of parliament. They might also point out the arguments in favour of factory labour.</p> <p>There will be reference to the authorship of one or both sources. Source B is the view of a leading doctor and Source C is from a factory inspector.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	(1 mark) The answer will display general historical knowledge about the topic named	(1-3 marks) The answer will use mostly information from the sources to explain the set issue <i>1 mark = copying or comprehension of one source</i> <i>2 marks = copying or comprehension of both sources</i> <i>3 marks = uses content of sources only to explain the importance of the issue set</i>
2	(2 marks) The answer will display specific historical knowledge about the topic named	(4-6 marks) The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources. <i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i> <i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i> <i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and E. How reliable are Sources A and E in explaining the New Poor Law in this period?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the New Poor Law. Source A describes the role of the Guardians, whereas Source E is against the new law.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the introduction of the New Poor Law in this period. Source A describes the role of the Guardians whereas Source E reveals a common criticism of the inhumanity of the new law.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will refer to the reliability of a well known supporter of the New Poor Law and the emotional content of a cartoon drawn for effect.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the New Poor Law. Source A is a revealing private letter, whereas Source E is from a famous satirical magazine.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers should comment on the authorship, content, audience and purpose of the sources, Source A is an enthusiastic endorsement of the new system and the removal of power from the magistrates who were alleged to have made such a mess of the old system. Source E is an emotive, very blunt attack on the New Poor law.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of the factory owners given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the factory owners. Source D suggests the factory owners are only interested in profit not the condition of the workforce, whereas Source C says that conditions in factories were not that bad.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. Source D suggests the factory owners are only interested in profit not the condition of the workforce. Source C is more supportive of the role of the factory owners.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. The answers will refer generally to the authorship of the sources and link this to the interpretation. Source C is from a well informed factory inspector reporting first-hand, whereas Source D is the work of an historian who had researched his views using a variety of sources.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the factory owners. The points of agreement and disagreement will be outlined. The contemporary source cannot be used as evidence to support the interpretation.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. Answers will consider the standpoint of each author and the circumstances in which each view was expressed. Horner's first-hand report is a useful corrective to the other contemporary evidence of conditions. The substantial research of an historian who can offer a more balanced interpretation over the longer term should be commented upon.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	Assessment Objective 1a	Assessment Objective 2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources to an understanding of reform and protest in Wales and England, 1830-1848?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to an understanding of the Poor Law, Factory Reform and child labour. Answers may be a basic trawl of the content, although there may be some undeveloped discussion of the strengths and limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example, by considering that the sources do provide some context on the factory reform and the Poor Law. However the sources ignore the wider issue of the other protest movements, other social reforms and parliamentary reform.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, the sources are useful in providing context on the Poor Law, factory reforms and child labour. They do not cover the wider aspects of other protest movements, other social reforms and parliamentary reform nor the extensive context on social reform. Other sources of protest are not covered. The limited range of sources will be discussed.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 4

UNIT HY2

SUMMER 2012

CHANGE & CONFLICT IN WALES, 1900-1918

1232/04

QUESTION 1

Question 1 (a)	Definition	4 Marks
<p>Study Source E. Use the source and your own knowledge to explain the meaning of the phrase 'education revolt'.</p>		
<p><i>Level 1 answers will include some historical information taken from the source.</i></p> <p>Answers will refer generally to problems associated with schools and chapels.</p>		
<p><i>Level 2 answers will deploy accurate historical information to explain the meaning.</i></p> <p>Answers will refer specifically to the education revolt which unfolded due to the reaction to the Education Act of 1902, when education was to be administered in Wales through state funding for Church schools. Lloyd George led a revolt and the act was rejected in many local authorities in Wales.</p>		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p>(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p>(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
Study Sources A and E. Use these sources and your own knowledge to explain the significance of change in Wales.		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For instance Source A says that there was racial intolerance in Cardiff and economic and social difficulties, Source E says change had brought about many cultural developments.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the significance of change in Wales.</p> <p>There will be reference to the authorship of one or both sources. Answers should focus on the fact that change in Wales seems to have a negative effect in Source A but then again a political address may be attempting to win favour. Source E, a historian may be giving the more general view of the period, not just Cardiff.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the issue set</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are these sources in explaining the social and economic condition of Cardiff?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the social and economic condition of Cardiff. For instance, Source A is reliable because it says that there is social division in Cardiff and inequality is the cause, while Source B claims that Cardiff is not at all like that.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the social and economic condition of Cardiff. For instance, the sources appear to have some bias as one is painting a gloomy picture of Cardiff while the other paints a more positive picture.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. For instance Source A is the view of an MP seeking election and would contain bias. Source B is an upper class magazine and would not know how things are in reality.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the social and economic condition of Cardiff.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that each source has elements of reliability, but also may be targeted at a specific audience.. Expert references to the specific viewpoints offered and political nature of the publications.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of the reaction in Wales to the Investiture given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the reaction in Wales to the Investiture. For instance, Source C discusses the fact that the people of Wales were overwhelmed by the occasion, Source D suggests indifference.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. Answers will outline that Source C tends to disagree with the interpretation given in Source D as regards the Investiture. They may also suggest agreement implied in the text of Source C that suggests a lack of support among the Welsh. Either will suffice.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that generally there is an element of bias in Source C. It seems that the author of Source C is in favour of the investiture. Expect some reference to hindsight with Source D.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the reaction in Wales to the Investiture. The agreement/disagreement in opinion will be outlined. Source C shows the support of the paper but maybe not the support of the people. Source D suggests that it was not at all relevant to the people of Wales at the time.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. Answers will consider the standpoint of each author and the date of writing. They may consider that the Western Mail was an establishment newspaper in favour of the event. Answers will discuss the view of A.G. Jones as a specialist in Carmarthenshire history.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
How useful are these sources in understanding Wales, 1900-1914?		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of Wales, 1900-1914. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example, by considering that the sources are very useful in showing issues pertaining to Cardiff and royal sympathies in Wales as well as some cultural developments. There may be a general comment regarding the range of sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example there is much strength in the sources in covering the condition of Cardiff and attitudes towards the Investitures and cultural change. However, the limitations are obvious - further insight is needed into the rise of Labour, the Cambrian Combine Colliery dispute, the riot at Tonypandy, The Penrhyn Lock-out, Llanelli Riots and other areas and causes of conflict in the period. Social issues, demographic issues, economic issues and living and working conditions also need illustrating to build a fuller picture of Wales 1900-1918. There will be a discussion regarding the varying range of sources provided.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocused way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context.</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source A. Use the source and your own knowledge to explain the meaning of the phrase 'the Penrhyn dispute'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to a strike in Penrhyn.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the Penrhyn strike of 1900-1901 which was between Lord Penrhyn and the quarry workers over pay and conditions.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and E. Use these sources and your own knowledge to explain the significance of industrial change in Wales.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For instance, Source A says violence is characteristic of the Penrhyn dispute and there is conflict between owners and workers and Source E says there is also unrest in Swansea and Cardiff, more on racial lines.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the significance of industrial change in Wales. Detail from the sources will be deployed to discuss the idea of conflict as a result of change.</p> <p>There will be reference to the authorship of one or both sources. Candidates should refer to the attributions as providing a slant on the given viewpoints.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	<p>The answer will display general historical knowledge about the topic named</p>	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
	(2 marks)	(4-6 marks)
2	<p>The answer will display specific historical knowledge about the topic named</p>	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are Sources A and B in explaining the Penrhyn dispute in this period?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the Penrhyn dispute. For instance, Source A is reliable because it says that the dispute was being prolonged by the actions of both sides and Source B seems to agree with this assessment.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the Penrhyn dispute. For instance the sources seem to agree with each other as regards the relative problems during the dispute. This may suggest a degree of reliability.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. For instance Source A is the view of an academic historian and should be reliable. Source B is a left-wing publication. Expect some general reference to issues such as bias, although both sources seem united.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the Penrhyn dispute.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that each source has elements of reliability. Expert references to the specialisation of the academic historian (Source A) and reference to the fact that the Rotherham Independent is from England, commenting on affairs in Wales but it does seem to have produced a balanced report.</p>		

ASSESSMENT GRID FOR PART (c)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of political change given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation about political change. For instance, Source C shows the Liberals still in the driving seat. However, Source D portrays the Labour Party as the dominant force in politics.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. Answers will outline that Source C tends to disagree with the interpretation given in Source D as regards the popularity of the respective parties.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that political change was taking place. It seems that Source C does not support the interpretation in Source D and there will be comments regarding the fact that they reflect the views of an academic historian and someone who lived through the period who will have respective bias.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding political change. The disagreement in opinion will be outlined. Source C shows the problems facing the Liberal party and their success in dealing with political change but Source C points a different picture of a party suffering at the expense of the Labour Party.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. They may consider that Winstay has a political bias, which may not necessarily reflect the actual position of the Liberal party. Answers will discuss the academic historian as voicing a view of specialist in political history, having the benefit of hindsight. Both authors are referring to South Wales and candidates may discuss the limited nature in respect of the experiences of the whole of Wales.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Wales, 1900-1914?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of effects of economic and social change on the people of Wales, 1900-1914. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are very useful in showing some areas of conflict, namely The Penrhyn Lock-out, the effects of immigration and the political situation. There may be a general comment regarding the range of sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example there is much strength in the sources in giving some coverage of the issues in Wales 1900-1914. However, the limitations are obvious - further insight is needed into the reasons for the move from the land, demographic change and its effect, people's lifestyles and living conditions, as well as some political outcomes and other contributors towards conflict. There will be a discussion regarding the limited range of sources provided.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocused way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 5

UNIT HY2

SUMMER 2012

BRITAIN, c.1929-1939
1232/05

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source A. Use Source A and your own knowledge to explain the meaning of the phrase 'Means Test.'		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to a test people had to suffer.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the test which measured family income, savings and commodities before deciding the level of monetary support a family would receive.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources A and E. Use these sources and your own knowledge to explain the significance of unemployment in the 1930s.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p>		
<p>Answers will use the content of the sources only. For instance Source A says that unemployment led to much hardship and Source E shows that unemployment leads to hardship and protest also.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p>		
<p>Answers will refer to the significance of unemployment. The sources are very localised and look at industrial areas and the hardship felt by these communities. Long term unemployment had a significant effect on people in these areas - affecting economic and social well-being and having a severe effect on health. It also radicalised some people into protesting.</p>		
<p>There will be reference to the authorship of one or both sources. Source A is from a radical newspaper and Source E is a photograph of a well-known protest.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p style="text-align: center;">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p style="text-align: center;">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
2	<p style="text-align: center;">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p style="text-align: center;">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are Sources A and B in explaining people's lives in the 1930s?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining people's lives in the 1930s. For example, Source A is reliable because it shows the depressed state of the unemployed man. Source B is reliable because it says that people live forlorn lives, trying to exist from one pay day to the next.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding people's lives in the 1930s. Answers will consider that the sources give similar views on the lives of the unemployed – the mundane, monotonous daily routine and their depressed nature is highlighted. This enhances their reliability.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will discuss general issues such as the reliability of a left wing newspaper, and the personalised nature of an autobiography.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining people's lives in the 1930s.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that both sources have some degree of reliability in explaining people's lives in the 1930s. One publication is giving a political stance and the nature of its involvement may cause some doubts on the reliability of the source. There will be an attempt to consider the personal viewpoint given in an autobiography. Indeed both sources come from highly personal and regionalised perspectives and concentrate only on the lives of the unemployed not on people's lives in general.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of British politics seen in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding politics in Britain. For instance Source C says there was a complete breakdown in Parliamentary rule, and Source D says there was very little change seen in the political landscape of Britain in this period.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. Source D says that although some saw the end of parliamentary democracy, this is far from true because nothing changed and people's attitude to political action stayed resolute. In total contradiction, Source C states that there was a big change in politics and society and politicians were helpless in face of the growth of violence as the world depression spiralled out of control.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will discuss the issue of support by considering the different viewpoints because of general issues to do with the attributions. Expect comment on the differing views of an historian after research and the bias of Source C, which was written by an opponent of the political system.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding British politics. The obvious difference in opinion will be outlined.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. Expect discussion of the viewpoint of an historian well versed in economic and social history of the period, the research available to him and the focus and date of his specific publication. Expect discussion of the political nature of Source C and the effect the potential audience had on the views given.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Britain between 1929 and 1939?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of change in Britain between 1929 and 1939. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a very useful summary of some issues regarding economic and social change. However, there are many issues which are not covered. There may be a general comment regarding the range of the sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, the life of the unemployed, hunger marches and the debate about parliamentary government are covered in some degree. However, as a picture of Britain from 1929-1939, the collection is limited. Social upheaval and change and its specific effects on people are partly mentioned but other issues would be needed to create a fuller picture of the period - causes of the depression, political reactions to it, cultural and sporting developments. There will be a discussion of the varying range of the sources to an understanding of Britain in this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocused way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources.</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source D. Use Source D and your own knowledge to explain the meaning of the phrase 'Unemployment Assistance Boards.'		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to a government body that helped the unemployed.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the UAB as being the body formed in 1934 to assist with the unemployed.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
Study Sources A and B. Use these sources and your own knowledge to explain the significance of extremist politics.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
<p>Answers will use the content of the sources only. For instance, Source A says extremist politics creates a negative force in politics, blaming people for economic difficulties and recruiting people to the extremist cause. Source B claims that extreme politics is also creating a climate of fear as well as a climate of hatred.</p>		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
<p>Answers will refer to the importance of the significance of extremist politics. Sources A and B allude to the fact that extremist politics is creating divisions in society, economic and cultural division which manifests itself in violent acts. Both sources paint a negative view of the significance of extremist politics.</p>		
<p>There will be reference to the authorship of one or both sources. Bernays was an MP in the 1930s and Goodman was a young person during the decade.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>How reliable are Sources B and E in explaining the actions of the fascists in Britain?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the actions of the fascists in Britain. For example, Source B says that fascist actions were intimidating and produced a climate of hatred and fear, Source E says that the fascists would solve unemployment by getting rid of certain undesirable sections of society in their view.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the actions of the fascists in Britain. Answers may consider the factors described in each source in relation to the inflammatory nature of the fascists and their attacks on certain sections of British society.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will comment in general on the reliability of a recalled story in a lecture and on the biased nature of the political publication 'The Blackshirts'.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the actions of the fascists in Britain.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider the authorship and date of each source. There will be comments on Goodmann's recollections after the passing of time. There should also be comments on the reliability of a cartoon published in a political, and obviously biased, publication.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of the National Government seen in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the National Government. For instance Source D claims the National Government for all its posturing did nothing during the 1930's while Source C claims they are a forward thinking Government of direct action.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. Answers will show that Source C does not back up the interpretation given in Source D.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the view that opinions about the National Government differ. Expect general comments on a biased conservative viewpoint and the work of historians.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the National Government. The obvious difference in opinion will be outlined.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. Answers will consider whether the political viewpoint of a conservative newspaper is supportive evidence for the considered view of a historian. The historian has the benefit of hindsight and a specialist interest in the field of study. However, the political leaning of the paper may influence its tone especially at election time.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding Britain between 1929 and 1939?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of change in Britain between 1929 and 1939. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources give a useful overview of some of the changes in the period but are limited in not looking at the wider issues. There may be a general comment regarding the range of the sources provided.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the political crisis of 1931 is covered to some extent, as is coverage of some issues concerning the BUF. However, the poverty suffered by many is not mentioned explicitly, neither one the social and economic problems that prevented many from taking advantage of the new opportunities. There will be a discussion of the varying range of the sources to an understanding of Britain in this period.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocused way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 6

UNIT HY2

SUMMER 2012

THE GERMAN REFORMATION, c.1500-1550

1232/06

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source D. Use the source and your own knowledge to explain the meaning of the term 'the Vatican'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the Catholic Church or similar.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the governing body of the Roman Catholic Church consisting of the Pope and the Holy Curia. It might also refer to the area of Rome governed by the Church but in this context it refers to the former.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use these sources and your own knowledge to explain the importance of the Humanists in the German Reformation.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For example, Source A says that the Humanists were well known for their criticisms of the early Catholic Church. Source B says that Erasmus, a leading Humanist, was a supporter of Luther, but warned him not to go too far.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of Humanists attacks on the Catholic Church on the eve of the Reformation.</p> <p>There will be reference to the authorship of one or both sources. They will however, note that both of these responses are concentrating on the thoughts and actions of Erasmus, albeit a leading Humanist. Source A contains the observations of an academic historian and Source B is from Erasmus himself in which he appears more timid in his support for Lutheranism than Source A suggests.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p style="text-align: center;">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p style="text-align: center;">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the issue set</i></p>
2	<p style="text-align: center;">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p style="text-align: center;">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the issue set</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources C and E. How reliable are Sources C and E in explaining what attracted Germans to Luther's ideas?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining Luther's attraction to the German people.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the attraction of Luther's ideas.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Expect reference to an extract from a sermon given by Luther and the view of a specialist in religious history.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining ways in which Luther struck a chord with Germans and expressed nationalistic and economic grievances against a foreign religious political power.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. It will be noted that one is by Luther himself in a sermon attacking indulgences which was delivered before 1517 and the publication of his ninety-five theses. Source E, by the academic historian Andrew Pettegree, appears to have drawn similar conclusions about how Luther attracted support in Germany and is possibly based on documents such as Source C. Both sources are reliable to show that Luther's appeal was wider than religious issues and that there was fundamental political and economic grievance in Germany which attracted Germans to Luther's ideas.</p>		

ASSESSMENT GRID FOR PART (c)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of indulgences as given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the purpose of indulgences.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. The historian is very scathing of the practice of selling indulgences. The view is clearly supported by Luther's evidence in Source C.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation that the purpose of indulgences was to extract money from Germans. Source C is a typical attack by Luther on one of his hated aspects – indulgences.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the extent of the purpose of indulgences.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. Source D, written by Michael Mullett, an academic historian and specialist of this period, suggests that the selling of indulgences in Germany was a conspiracy to make money for interested parties such as the Papacy, the Holy Roman Emperor, some German rulers and bankers. Source C is an outburst by Luther himself in a sermon delivered one year before he attacked the value of indulgences in his Ninety Five theses.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source maybe restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding of the Reformation in Germany in the period 1500–1555?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the Reformation in Germany. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that they reflect contemporary opinions from key players in the early Reformation and they display some causation of the popularity of Luther's ideas.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, there are both contemporary sources by some major players in this issue as well as reflection from academic historians specialising in this topic. However, there is limited coverage of religious motivation and the sources are concentrated on the early Reformation and do not explore the development of the Reformation beyond its early roots.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources.	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources.	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source E. Use the source and your own knowledge to explain the meaning of the term 'the Augsburg Confession'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to a confession by Lutherans of their faith or similar.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the Augsburg Confession of 1530 as a document drawn up by some Lutherans as a moderate declaration of the new faith. Charles V rejected the confession presented to him by seven Lutheran princes.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use these sources and your own knowledge to explain the importance of economic grievances in the German Reformation.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. For example Source A says that the Pope is robbing Germany of all their wealth. Source B says German people hated the Papacy because of the money that the Church was taking from them.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of the economic demands placed on Germany by the Catholic Church. Both sources say that this caused grievance.</p> <p>There will be reference to the authorship of one or both sources. Source A, a contemporary source by a radical Imperial Knight of Germany, is forceful in his complaint to his prince of the economic burden placed on Germans by the Church. Source B, by an academic historian, repeats the depth of feeling in Germany and says it is a long-standing one. There are political undertones as well as economic causation of grievance in both sources.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p style="text-align: center;">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p style="text-align: center;">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
2	<p style="text-align: center;">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p style="text-align: center;">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources C and E. How reliable are these sources in explaining Catholic reaction to Lutheranism?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the aims of the Catholic movement of the Jesuits in fighting back against Lutheranism (Source C) and the establishment of a bi-confessional Germany at the Peace of Augsburg (Source E).</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding only the later reaction to Lutheranism.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Expect reference to an extract from the Jesuit constitution and part of the Augsburg settlement.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining later reaction to the Lutheranism.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. As official documents, both sources appear very reliable. Source E will be seen as a reliable record of the official acceptance of Lutheranism. It is the Imperial acceptance of a reality. Source C, a publication for the Society of Jesus' aims which had been formulated several years earlier, could also be viewed as recognition by some member of the Catholic Church of the need to raise their game in the fight against Protestantism. It will be noted, however, that both sources are limited by their reference to only the very end of the period of reaction to Lutheranism.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of the aims of the Jesuits in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the main aims of the Jesuits.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, Source D says that the aims of the Jesuits were to help souls and to propagate the faith. This is supported by the evidence of Source C which clearly outlines the aims of the Order.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. The historian's view is that the Jesuits had a purely religious focus. This is clearly supported by an official document from the Order which shows the religious and charitable activities expected of the Jesuits.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origins of the named source in deciding whether it supports or contradicts the interpretation regarding the claim that aims of the Jesuits were to help people and to increase Catholicism.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. It will be noted that Source C, written by Jesuits, was putting forward the view that it was their aim to educate, to give charity and to consulate Catholicism rather than promote it. Source D, written by an academic historian offers the interpretation that as a result of their aims to increase Catholicism they came into conflict with Protestants. There is no evidence of this late aim in the Society's publication of 1559 which was based on aims formulated before 1555.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding of the German Reformation, 1500–1555?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the main developments of the German Reformation. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that there is one contemporary source from the beginning and two from the end of the period. However, there are limited sources from key players in the Reformation but there are sources from modern historians commenting on both the early and late Reformation.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, a picture emerges of economic grievance in Germany and the consequences of the Reformation are noted in the establishment of the Society of Jesus, so some response from the Catholic Church is noted and the eventual settlement of a bi-confessional Germany is included. However, Luther's challenge to the Church, up to and including the Diet of Worms in 1521, and the part played by the peasants, towns and cities in the development of the Reformation is not explored. There is very little reference to key players in the Reformation.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocused way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 7

UNIT HY2

SUMMER 2012

**THE FRENCH REVOLUTION, 1776-1795
1232-07**

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source D. Use the source and your own knowledge to explain the meaning of the term 'the Declaration of the Rights of Man and Citizen'.		
<p><i>Level 1 answers will include some historical information taken from the source.</i></p> <p>Answers will refer to generally to the declaration as suggesting certain rights that Frenchmen now had.</p>		
<p><i>Level 2 answers will deploy accurate historical information to explain the meaning.</i></p> <p>Answers will refer specifically to the 'Declaration of the Rights of Man and Citizen'. When the newly established National Assembly agreed to draw up a constitution it was agreed that it should be accompanied by a Declaration of Rights which would enshrine what citizens were entitled to. it was adopted on 26 August 1789 and became the preamble to the new Constitution.</p>		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p>(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p>(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources C and D. Use these sources and your own knowledge to explain the significance of the Constitution of 1791.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. Source C is a plea by Louis that his powers are being diluted in no small measure while Source D adopts a differing perspective that there is insufficient progress outlined in the new proposals.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the significance of the Constitution of 1791. There will be reference to the authorship of one or both sources. This was the first Constitution in French history and Louis in his memorandum is hostile to it as so many of his absolute powers were now diminished or abolished. Source D is from one of the leading figures in the revolution, Maximilian Robespierre, a key figure in the Jacobin Club. As with Louis he also is hostile to the new constitution but from the perspective that it does not go far enough in extending democracy. This was a significant moment for the French people and both sources for differing reasons reject it.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p style="text-align: center;">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p style="text-align: center;">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
2	<p style="text-align: center;">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p style="text-align: center;">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources C and E. How reliable are Sources C and E in explaining the attitudes towards the Revolution?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining attitudes to the Revolution. Source C is the view of the King, Louis XVI, while Source E is a print which illustrates the destruction of some of the trappings of feudalism.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding attitudes towards the Revolution - the view of the central figure in the Revolution, Louis XVI and a contemporary pro-revolutionary print of the ending of feudalism in Source E.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will comment generally on the reliability or otherwise of Louis who is bound to be far from partial and the pro-revolutionary view suggesting the unity of the estates, who combine to destroy feudalism.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining two very different attitudes to the revolution. The attitude of Louis in his memorandum is perhaps to be expected. He is clearly unhappy with the loss of his powers and his perception that he is abandoning his allies. Source D adopts an entirely different perspective once from the revolutionaries. This is a print which suggests that the orders are united in supporting the end of feudalism on the 4th August 1789.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that the extract from Louis would be bound to adopt the perspective he did as he was forced in these concessions by the tide of revolution. Louis saw himself as the guardian of the nation and he was now being coerced. The illustration in the print is of the destruction of some of the trappings of feudalism - a unity that was certainly more apparent than real. The tone of the print could be interpreted as overtly over-optimistic. In reality there was still a very long way to go before France was reformed and there were deep decisions between the estates. This source is obviously pro-revolution.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources A and B. How far does Source A support or contradict the interpretation of the state of Royal finances given in Source B?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the state of Royal finances. For instance, Source B says that France's finances were awful, whereas Source A says that royal finances are in rather a positive position as there is a small surplus.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example. Source A suggests that the royal finances are in rather a healthy position - there being a small surplus, while Source B clearly emphasises the parlous nature of royal finances which are very heavily indebted.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the state of Royal finances. There will be comments on the nature of the extract from Necker who was Louis XVI's finance minister and the other from one of the most prominent British historians to study the French Revolution.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the state of Royal finances. The obvious difference between Source A and Source B will be discussed in detail.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. Answers will discuss the standpoint of each author. Source B is the view of a leading academic historian of the French Revolution whose detailed research would have ensured he was able to provide a balanced assessment of the true state of Royal finance in the closing years of the ancient regime - namely that France was chronically indebted. This is not supported by the contemporary evidence provided in Source A. Necker as Louis, Finance minister has produced a piece of deception designed to placate those who were alarmed at the expense incurred by supporting the American colonists. In reality it is a rather fictitious account of Royal finances. There should be a clear discussion of the way the sources differ and how this can be accounted for - Doyle a respected academic historian and Necker the finance minister, a central figure in events desperate to show that all was well.</p> <p>A judgement will be made as to how far Source B supports or contradicts the interpretation in Source A.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source maybe restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the French Revolution up to 1792?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the origins of the French Revolution and events during 1789. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in understanding some of the events which contributed to the origin of the French Revolution and events up to 1792. There is some focus on the events immediately preceding 1789 - the financial crisis is well noted and this was a key factor in bringing about the fall of the ancient regime as noted in the symbolic destruction of the trappings of feudalism on 4th August in Source E. There is some reference to the work of the National Assembly. There will be reference to the limitations of the coverage with other long term causes glossed over - there is nothing on the events around the outbreak of the war.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources do touch upon some of the key events and features - the fictitious financial statement by Necker which provided a very false sense of security. The proposed democratic reform of France is touched upon - although it is shown in a negative light. However, there are a number of significant omissions, other causes are ignored as is the monumental work of the National Assembly. There is nothing on the growth of clubs and the deep division which opened up around the issue of the émigrés and the church.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources.</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source E. Use the source and your own knowledge to explain the meaning of the term 'the <i>bourgeoisie</i>'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the phrase in a vague and generalised way as a term denoting the middle class.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the context of the term bourgeoisie as not only the privileged members of the Third Estate but also the most politically active who wanted to assert their position in the state.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources D and E. Use the sources and your own knowledge to explain the importance of the proposed financial reforms before 1789.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. Source D is an extract taken from a contemporary account of the proposed financial reforms proposed by Calonne while Source E is taken from de Tocqueville's famous view on reform which suggests that bad governments will never satisfy their critics when they embark upon reform.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of the need for financial reform in particular. There will be reference to the authorship of one or both sources. They will note the context and indicate the importance of Calonne's proposals, needed to ensure an adequate revenue for the crown. De Tocqueville's view is well known that a bad government when it begins to reform itself will end up alienating its supporter and invariably failing to meet the expectations of its critics. Thus, embarking on a financial reform package was fraught with danger.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p style="text-align: center;">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p style="text-align: center;">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
2	<p style="text-align: center;">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p style="text-align: center;">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and E. How reliable are Sources A and E in explaining the origins of the French Revolution?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the origins of the French Revolution. Source A is a view of Marie Antoinette and Source B reflects the view of interpretation of a mid-nineteenth century historian. There will be little attempt to explain the position of the nobles.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the origins of the French Revolution. Source A suggests that Marie Antoinette might have had a role to play in events while Source C is an interpretation by an historian who focuses on the government's reform programme as precipitating events.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Source A is a hostile print while Source E is a considered view from an historian.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the origins of the French Revolution.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that Source A is very hostile to Marie Antoinette in that she is depicted as a mythical figure. She is portrayed as a harpy - a mythical monster frequently portrayed as a thief. Candidates will link the allusion to her spendthrift nature and her nickname - Madame Deficit. There will be some discussions of the reliability of such a hostile print. Source E might be considered rather more reliable as it comes from a well known nineteenth century historian. However, de Tocqueville is also a politician so he may have his own agenda in helping to undermine the ancien regime. This could compromise its reliability.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources B and C. How far does Source B support or contradict the interpretation of the constitution of 1791 given in Source C?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding the Constitution of 1791. Source C states that the constitution was established to put the bourgeoisie in power. Source B says that the constitution was wrong in not giving everyone the vote.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, Source C suggests that it was the privileged members of the Third Estate who were the beneficiaries in the proposed constitution. This is backed up by Source B which suggests that ordinary people were hard done by in the constitution.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the interpretations of the political reform proposals in France. There will be some comments on the nature of an extract from the work of an academic historian and the viewpoint of a contemporary commentator who was a prominent outspoken member of the Jacobin Club who were very sympathetic to popular democracy.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the constitution of 1791, the support for the interpretation will be discussed in full.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. Answers will discuss the standpoint of each author, Source C from a respected academic historian and expert on the French Revolution who although a prominent Marxist and therefore likely to be partial to the plight of the working class noted that the beneficiaries of the proposed reforms were the bourgeoisie. This interpretation of the opposition and lack of support for the proposals in the new constitution is supported by Source B, which comes from Robespierre. As a prominent Jacobin he challenged the limited nature of the proposed involvement of ordinary citizens.</p> <p>A judgement will be made as to how far Source B supports or contradicts the interpretation in Source C.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources in understanding the French Revolution to 1792?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the work of the French Revolution to 1792. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in understanding some aspects of the French Revolution to 1792 most notably an aspect of the work of the National Assembly - its reform proposal are noted and some of the financial reforms which were proposed by Calonne are touched upon. There will be reference to the limitations of the coverage with only a partial selection of changes and nothing on the deep rooted causes of the Revolution.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources do to an extent provide some understanding of the French Revolution to 1792 most the doomed reform plan is noted and the debate about the new constitution is touched upon. The visual is a very unflattering depiction of Marie Antoinette. The sources offer at best a partial insight to the French Revolution in that there is little to explain why it occurred. What took France to the brink of bankruptcy is not noted and neither are the attempts to deal with this - the Assembly of Notables. While the Queen is satirised in print there is no indication of her role or that of the King in events. The key reforms of the Assembly are not covered. No reference is made to the war or the overthrow of the monarchy.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources.</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>



AS/A HISTORY

MARKING SCHEME

IN-DEPTH STUDY 8

UNIT HY2

SUMMER 2012

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

1232/08

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source A. Use the source and your own knowledge to explain the meaning of the phrase 'to secede from the Union'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the break up of the union.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the southern states breaking away, becoming independent with a general reference to the 1860 election.		

ASSESSMENT GRID FOR PART (a)

	Award 0 for incorrect or invalid answers
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
Study Sources A and E. Use these sources and your own knowledge to explain the importance of slavery.		
<i>Level 1 answers will refer to some historical information taken from the sources.</i>		
Answers will use the content of the sources only. Source A reveals the effect of the campaign for abolition on southern minds whilst E is an advertisement from the most famous and influential book on the subject.		
<i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i>		
Answers will refer to the importance of the campaign for abolition. Harriet Beecher Stowe's impact on the South and the formation of a new political party - the Republicans in the 1850s. There will also be discussion of the drive to secession.		
There will be reference to the authorship of one or both sources.		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
	(1 mark)	(1-3 marks)
1	The answer will display general historical knowledge about the topic named	<p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
	(2 marks)	(4-6 marks)
2	The answer will display specific historical knowledge about the topic named	<p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources A and B. How reliable are these sources in explaining the outbreak of the American Civil War?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the causes for causes of the war. Source B is a strong statement of the southern case for secession whereas Source A is an outraged northern view of rebellion.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the causes of the war. Source B is a strong statement of the southern case for secession whereas Source A is an outraged northern view of rebellion.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will refer generally to the reliability of a northern newspaper and a veteran Democratic politician who is pro secession.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the causes of the war.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Source A is the standard defence of secession in claiming that the recent presidential election meant that the south would be threatened by an abolitionist government. Source B pulls no punches in venting northern frustration not only at recent events but also the arguments in the 1840s and 1850s.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of Lincoln given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding Lincoln. For instance Source D openly describes Lincoln as conservative whereas Source E describes his actions as revolutionary.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. The interpretation in Source D is comprehensively refuted in Source E.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the interpretation of Lincoln. There will be discussion of an influential northern newspaper. There will be discussion of the view of a leading authority on the president who has made the subject a lifelong study.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding the aims of Lincoln and his supporters. The obvious difference in interpretation will be discussed.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. Source D is the viewpoint of an influential southern paper. Randall's authoritative analysis deserves some respect and the better answers will reflect that politicians often set out with a different purpose to the one they are eventually forced to adopt by circumstances. The language, tone and content of the sources differ markedly.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources to an understanding of the American Civil War up to 1865?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of some of the causes of war and of emancipation. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example, by considering that the sources are useful in finding out about some of the causes of the war and of emancipation. There are other factors in the lead up to the war which are not covered such as the Compromise of 1850, the Kansas Nebraska bill and the Dred Scott case. The war itself and its consequences are not covered adequately.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, only one aspect, albeit vital, of sectional tension is covered. The discussion needs to be broadened to cover constitutional, cultural and economic differences that were developing between north and south. The actual war and its consequences receive little coverage.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources.</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source D. Use the source and your own knowledge to explain the meaning of the term 'Abolitionists'		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the movement to abolish slavery.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the campaign for abolition perhaps with a reference to specifics such as Garrison and <i>the Liberator</i> , <i>Uncle Tom's Cabin</i> , the Republican Party and Horace Greeley.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources A and B. Use these sources and your own knowledge to explain the importance of General Robert E. Lee in the American Civil War.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. Source A refers to Lee's shortcomings as revealed by his famous opponent whereas Source B is also critical from a revisionist historian.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical knowledge.</i></p> <p>Answers will refer to the importance of General Lee. Although Lee was successful in 1862-1863, his conduct of the war, especially the invasion of the north, is highly controversial. His mistakes at Antietam and Gettysburg sealed the fate of the Confederacy.</p> <p>There will be reference to the authorship of one or both sources.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources A and E. How reliable are Sources A and E in explaining why the South lost the Civil War?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the defeat of the South. Answers will accept uncritically the content of Sources A and E – Grant's assessment and the illustration of a major Confederate defeat.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the defeat of the South. Answers will accept uncritically the content of Sources A and E - Grant's assessment and the depiction of a major confederate defeat.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will refer generally to the reliability of the viewpoint of an ex-opponent and a northern illustration of a southern defeat.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the Southern defeat.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Grant's assessment is of course that of an ex-opponent who clearly feels his victory over Lee has already been portrayed as one of superior numbers and resources. He stresses how much Lee depended on luck (as all successful commanders do!). Some may find the criticism of "slow and cautious" surprising - it was Lee's speed and occasional recklessness that marked his generalship. Nashville was a significant defeat ensuring the end of Confederate power in the West but the provenance of Source E is doubtful.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources C and D. How far does Source C support or contradict the interpretation of slavery given in Source D?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding slavery. Source C points out the advantages of slavery both socially and economically whilst criticising the conditions of workers in the north. Source D sets out the economic disadvantage of slavery.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, the interpretation in Source C is clearly not supported by the analysis in Source D.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the interpretation. There will be discussion of a viewpoint of a southern planter and politician and the work of a revisionist historian.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding slavery. The obvious difference of interpretation will be discussed.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. Source C is a spirited defence of slavery and a blast of frustration at the Northern social and economic system. Olsen not only points out the disadvantage of slavery but also refers to the Republican party's assumption of superiority which is targeted by Hammond.</p> <p>A judgement will be made as to how far Source C supports or contradicts the interpretation in Source D.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are these sources to an understanding of the American Civil War up to 1865?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of the American Civil War. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will only consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in finding out about some aspects of the civil war – such as the generalship of the south's most important commander, the debate over slavery and the battle of Nashville. The whole context of the causes of the war is needed as is coverage of the early part of the American Civil War.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example there is little coverage of other reasons for war, no consideration of the role of Lincoln, and, the wider aspects of the war. A greater range of sources would be needed to assess the war as a whole.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources.</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>



AS/AL HISTORY

MARKING SCHEME

IN-DEPTH STUDY 9

UNIT HY2

SUMMER 2012

NAZI GERMANY, 1933-1945

1232/09

QUESTION 1

Question 1 (a)	Definition	4 Marks
Study Source E. Use the source and your own knowledge to explain the meaning of the phrase 'KKK policy'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to the fact that this was a central theme of the Nazi policy towards women meaning 'children, kitchen, church'.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning.</i>		
Answers will refer specifically to the fact that the KKK policy was part of Nazi dogma which confined women to a purely domestic role in society. Their duty was to produce healthy Aryan children, uphold conservative principles and comfort their husbands in their service to the state.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 1 (b)	Explanation	8 Marks
<p>Study Sources D and E. Use these sources and your own knowledge to explain the significance of Nazi economic policy on the German people.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the source.</i></p> <p>Answers will use the content of the sources only. For instance, Source D says that Nazi economic policy deprived Jews of their livelihoods and the government fiddled the unemployment statistics. In Source E, it shows that women were exploited and the drive was towards rearmament.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical information.</i></p> <p>Answers will refer to the fact that Jews lost their economic status in Source D and women were exploited in Source E.</p> <p>These will be reference to the authorship of one or both sources. Source D is taken from an official British foreign office report and is likely to present an objective viewpoint. Source E is an extract from a Sopade report that would be likely to point out the negative aspects of Nazi economic policy. There should be some additional references to the significance of Nazi economic policy in the context of recovery and rearmament.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 1 (c)	Reliability	16 Marks
<p>Study Sources C and D. How reliable are Sources C and D in explaining the impact of anti-Semitism on Germany?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the impact of anti-Semitism on Germany.. Source C refers to the fact that Jewish businesses were boycotted. Source D refers to the fact that Jews lost their jobs.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to assess reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding the impact of anti-Semitism on Germany. Sources C and D show that the Jews lost their social and economic status.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Candidates will refer to reliability of a Nazi newspaper at the start of the regime and the objective view of a British report.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the impact of anti-Semitism on Germany.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that the newspaper report in Source C could present an emotionally charged but distorted view of events. When measured against other evidence it presents a realistic impression of the impact of anti-Semitism since this represents the real image of National Socialism. Candidates should also consider the veracity of Source D because it is the view of a British foreign office worker. This report was commissioned by the British government and should present a realistic and reliable picture of the economic fate of Jews in Germany in 1934.</p>		

ASSESSMENT GRID FOR PART (c)

	Award 0 for incorrect or invalid answers	
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic.	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 1 (d)	Support	20 Marks
<p>Study Sources A and B. How far does Source B support or contradict the interpretation of Hitler’s leadership given in Source A?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only; they will answer the 'how' part of the question only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding Hitler’s leadership. For instance, Source A says that Hitler lacked authority and leadership qualities and Source B contradicts this because it shows Hitler as a dictator of Germany driving the country forwards.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, Source A presents a negative perspective of Hitler because he was weak. Source B contradicts this because it shows Hitler as an effective dictator.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the interpretation of Hitler. There will be comments on the nature of a British cartoon and the viewpoint of an academic historian.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding Hitler’s leadership. The obvious lack of support provided by Source B will be discussed in full.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. One is a cartoon which presents a moment in time and a limited perspective of Hitler as a leader. The other from the perspective of an academic historian writing in a specialist book for Sixth formers and presenting a revisionist view. The immediate reaction of the British newspaper should be considered as evidence for an established view based on a long period of historical research.</p> <p>A judgement will be made as to how far Source B supports or contradicts the interpretation in Source A.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 1 (e)	Utility	32 Marks
<p>How useful are these sources to an understanding of Nazi Germany between 1933-1939?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to an understanding of the Nazi regime. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example by considering that the sources are useful in understanding certain aspects of the Nazi regime. There is reference to economic and racial policy in Source C and Source D; the role of the party in Source A and women in Source E. There will be a reference to limitations of coverage, with many key issues not developed such as establishment of the dictatorship between 1933-1934, cultural and social issues such as education, youth and religion and many aspects of foreign policy.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example, the sources do a good job in covering some aspects of the Nazi regime, including some of the key areas such as anti-Semitism, Hitler as a dictator and the establishment of the dictatorship (Night of the Long Knives). However, there are obvious limitations such as a lack of coverage regarding the impact of economic, cultural and foreign policy upon various groups inside Germany and censorship and control in the Third Reich. There is no reference to propaganda, indoctrination and terror or some aspects of social policy (education and religion). Candidates should attempt to cover all the key issues at the top end of this level.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.</p>	<p>(1 mark)</p> <p>The answer will only offer the briefest of judgements on the usefulness of the sources.</p>	<p>(1-8 marks)</p> <p>The answer discusses utility in a formulaic and unfocussed way</p> <p><i>1 mark = copying only of one or more sources</i></p> <p><i>5 marks = context only responses; narrative accounts</i></p> <p><i>8 marks = trawls through the content of the sources</i></p>
2	<p>(2-3 marks)</p> <p>The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.</p>	<p>(2-3 marks)</p> <p>The answer offers a limited judgement on the utility of the sources.</p>	<p>(9-16 marks)</p> <p>The answer considers utility with some focus seen on the wider historical picture through own knowledge.</p> <p><i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i></p> <p><i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i></p> <p><i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context</i></p>
3	<p>(4 marks)</p> <p>The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.</p>	<p>(4 marks)</p> <p>The answer gives a supported judgement on the utility of the sources.</p>	<p>(17-24 marks)</p> <p>There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture.</p> <p><i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i></p> <p><i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i></p> <p><i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i></p>

QUESTION 2

Question 2 (a)	Definition	4 Marks
Study Source C. Use the source and your own knowledge to explain the meaning of the phrase 'Nuremberg Laws'.		
<i>Level 1 answers will include some historical information taken from the source.</i>		
Answers will refer generally to laws passed against the Jews and part of a wider programme of anti-Semitism.		
<i>Level 2 answers will deploy accurate historical information to explain the meaning</i>		
Answers will refer specifically to the fact that the Nuremberg Laws refer to the anti-Semitic Laws of September 1935. The laws were in two parts. The Laws deprived Jews of their citizenship and political rights and sexual relations between Jews and Germans were outlawed.		

ASSESSMENT GRID FOR PART (a)

Award 0 for incorrect or invalid answers	
Level	AO1a
1	<p style="text-align: center;">(1-2 marks)</p> <p>The answer will display general historical knowledge about the named word or phrase.</p> <p><i>2 marks = has got a gist of the meaning</i></p>
2	<p style="text-align: center;">(3-4 marks)</p> <p>The answer will display specific historical knowledge about the named word or phrase.</p> <p><i>4 marks = meaningful and valid understanding of the term or phrase</i></p>

Question 2 (b)	Explanation	8 Marks
<p>Study Sources C and E. Use these sources and your own knowledge to explain the significance of Nazi racial and social laws.</p>		
<p><i>Level 1 answers will refer to some historical information taken from the sources.</i></p> <p>Answers will use the content of the sources only. Source C says the significance was that the Nuremberg Laws meant Jewish businesses were boycotted. Source E reveals the significance was the fact that social laws led to the exploitation of female labour.</p>		
<p><i>Level 2 answers will develop the information gathered from the sources with accurate deployment of additional historical information.</i></p> <p>Answers will refer to the significance of Nazi racial and social laws.</p> <p>There will be reference to the authorship of one or both sources. Candidates will discuss the fact that in Source C, the significance of Nazi racial and social laws led to attacks on the position of Jews and women in society. Jewish businesses were boycotted and woman became exploited in the labour market. Candidates should refer to other social and racial laws. Candidates should refer to the attributions of the sources. One is the official position of the Representation of the Jewish community and the other an American journalist. The origins of both sources will have a bearing upon why the sources are significant in terms of Nazi social and racial laws.</p>		

ASSESSMENT GRID FOR PART (b)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO1b
1	<p align="center">(1 mark)</p> <p>The answer will display general historical knowledge about the topic named</p>	<p align="center">(1-3 marks)</p> <p>The answer will use mostly information from the sources to explain the set issue</p> <p><i>1 mark = copying or comprehension of one source</i></p> <p><i>2 marks = copying or comprehension of both sources</i></p> <p><i>3 marks = uses content of sources only to explain the importance of the set issue</i></p>
2	<p align="center">(2 marks)</p> <p>The answer will display specific historical knowledge about the topic named</p>	<p align="center">(4-6 marks)</p> <p>The answer clearly uses both own knowledge and the provided sources to explain the set issue. There will be references to the authorship of one or more sources.</p> <p><i>4 marks = uses content of the sources and own knowledge to explain the importance of the set issue</i></p> <p><i>5 marks = uses content, one attribution and own knowledge to explain the importance of the set issue</i></p> <p><i>6 marks = uses content, both attributions and own knowledge to explain the importance of the set issue</i></p>

Question 2 (c)	Reliability	16 Marks
<p>Study Sources B and E. How reliable are Sources B and E in explaining the role of women in Nazi Germany?</p>		
<p><i>Level 1 answers will use some information taken from the sources to discuss reliability.</i></p> <p>Answers will consider the content of the sources in showing their reliability in explaining the role of women. Answers may mention the domestic role in Source B and employment opportunities in Source E.</p> <p>There may be an undeveloped reference to the authors of the sources. Source B is taken from a speech by Hitler and Source E is from a journalist.</p>		
<p><i>Level 2 will use the content of the sources together with some discussion of the authorship to assess reliability</i></p> <p>Answers will consider the content of the sources in showing their reliability regarding Hitler's plans for women highlighted in Source B and Source E. In Source B, women are brought into line with Nazi ideology whilst Source E shows that women are to be squeezed out of the labour market.</p> <p>There will be an undeveloped discussion of the authorship of the set sources, with reference to issues such as bias and standpoint. Answers will comment generally on the reliability of a speech by Hitler and an American magazine article.</p>		
<p><i>Level 3 answers will clearly discuss the reliability of the sources in the context of the set enquiry; there will be some deployment of additional historical information.</i></p> <p>Answers will consider the content and origins of the sources to discuss their reliability in explaining the role of women in Nazi Germany.</p> <p>The reliability of the authorship will be discussed in the context of the set enquiry. Answers will consider that the speech made by Hitler in Source B has obviously propagandist undertones. Candidates should also consider the veracity of the article by a female American journalist in Source E concerning the condition of women workers in Germany. The sympathetic undertone of the article may suggest a lack of impartiality by the journalist. A strong sense of feminism pervades the whole extract.</p>		

ASSESSMENT GRID FOR PART (c)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2a
1	(1 mark) The answer will display general historical knowledge about the set topic.	(1-5 marks) The answer assesses the reliability of the sources through their content only. There will be much paraphrasing of the provided sources and the attributions will often be copied. <i>1 mark = unworthy response, one liner, waffle, irrelevant</i> <i>3 marks = attempts one source, comprehension or copying from one source</i> <i>5 marks = comprehension or copying from both sources</i>
2	(2 marks) The answer will display specific historical knowledge about the set topic	(6-10 marks) The answer will use the content of the sources together with discussion of the authorship as issues affecting reliability to the historian. <i>6 marks = mechanistic reliability comments on one source but with little reference to the set enquiry</i> <i>8 marks = mechanistic reliability comments on both sources but with no reference to the set enquiry</i> <i>10 marks = valid reliability comments on both sources; still hints at mechanistic approach but with some reference to the set enquiry.</i>
3		(11-14 marks) The answer will considers the content of the sources, the historical context and the authorship as factors relating to reliability. <i>12 marks = specific reliability comments on the content and attribution of both sources with some particular focus on the set enquiry</i> <i>14 marks = specific reliability comments on the two sources with focussed and clear references to the content and attributions in the context of the set enquiry</i>

Question 2 (d)	Support	20 Marks
<p>Study Sources A and D. How far does Source D support or contradict the interpretation of Hitler’s foreign policy given in Source A?</p>		
<p><i>Level 1 answers will use historical information taken from the sources only.</i></p> <p>Answers will consider the content of the named source in showing whether it supports or contradicts the interpretation regarding Hitler’s foreign policy. For instance, Source D supports the view expressed in Source A that Hitler had an expansionist foreign policy aimed at world domination.</p>		
<p><i>Level 2 answers will use the content of the sources together with some discussion of the authorship to consider whether the sources support or contradict the given interpretation.</i></p> <p>Answers will consider the degree to which the given interpretation is supported or contradicted by the named source. For example, Source D supports the view that Hitler had a plan for world domination as it suggests that he wanted ultimately to become ‘boss of the universe’.</p> <p>Answers will also begin to consider why the named source supports or contradicts the given interpretation. Answers will refer generally to the authorship of the sources and link this to the interpretation of Hitler’s foreign policy. There will be comments on the nature of a satirical British cartoon and the viewpoint of an academic historian.</p>		
<p><i>Level 3 answers will provide a good explanation of the views shown; the origin of the sources will be considered in the context of the interpretation and there will be some deployment of accurate historical information.</i></p> <p>Answers will consider the content and origin of the named source in deciding whether it supports or contradicts the interpretation regarding Hitler’s foreign policy. The obvious link between the sources will be discussed in detail in relation to Hitler’s plans for world domination.</p> <p>The authorship of each source will be discussed to explain the differences in interpretation. Answers will consider the standpoint of each author and the date of writing. There should be clear discussion of how far Source D supports the view of the historian in Source A. There should also be some comment on the veracity of the cartoon and the view of an historian writing in a general survey of German history.</p> <p>A judgement will be made as to how far Source D supports or contradicts the interpretation in Source A.</p>		

ASSESSMENT GRID FOR PART (d)

Award 0 for incorrect or invalid answers		
Level	AO1a	AO2b
1	<p>(1 mark)</p> <p>The answer will display general historical knowledge about the topic set.</p>	<p>(1-6 marks)</p> <p>The answer will show limited understanding of the issues in the question. Responses will depend mostly on the content of the sources and may also contain large amounts of description.</p> <p><i>1 mark = unworthy response, one liner, waffle, irrelevant</i></p> <p><i>3 marks = response restricted to comprehension or copying of the interpretation from the set source</i></p> <p><i>6 marks = attempts to discuss the interpretation in one source but may be restricted to comprehension or copying from the sources</i></p>
2	<p>(2 marks)</p> <p>The answer will display specific historical accuracy about the topic set.</p>	<p>(7-12 marks)</p> <p>The answer will provide an evaluation of the source and the degree of support for the given interpretation. The attribution of each source may be discussed.</p> <p><i>7 marks = provides general comments on both sources but little attempt to provide a judgement regarding extent of support</i></p> <p><i>10 marks = general comments on both sources with some attempt to provide a judgement regarding extent of support</i></p> <p><i>12 marks = general comments on both sources and attributions with a clear attempt to provide a judgement regarding extent of support</i></p>
3		<p>(13-18 marks)</p> <p>The answer will use the content and provenance of each source to reach a substantiated judgement on the degree to which the named source supports or contradicts the given interpretation.</p> <p><i>14 marks = valid comments on both sources and clear use of the attributions in the context of the set enquiry with a valid judgement on the extent of support provided; but limited reference to the set event / development</i></p> <p><i>16 marks = valid and specific comments on both sources; clear use of the attributions in the context of the set enquiry; provides a clear and valid judgement as to the extent of support provided</i></p> <p><i>18 marks = specific comments on both sources; good use of the attributions in the context of the set enquiry; provides a sustained and valid judgement on the extent of support provided</i></p>

Question 2 (e)	Utility	32 Marks
<p>How useful are the sources to an understanding of Nazi Germany between 1933-1939?</p>		
<p><i>Level 1 answers will use information unfocussed on the question set; the utility of the sources will be referred to mechanically and not in the context of the set question.</i></p> <p>Answers will consider the content of the sources as being useful to their understanding of Nazi Germany. Answers may be a basic trawl of the content although there may be some undeveloped discussion of the strengths or limitations of the sources.</p>		
<p><i>Level 2 answers will discuss the utility of the sources to their understanding of the wider issue; historical information deployed will be generally relevant to the question set.</i></p> <p>Answers will consider the strengths and limitations of the sources in being useful to their understanding of the wider issues. For example, by considering the sources are useful in understanding certain aspects of Nazi Germany such as foreign policy; the role of women and racial policy. There will be a reference to limitations of coverage, with many key issues not referred to such as economic policy and social and religious policy.</p>		
<p><i>Level 3 answers will evaluate the sources accurately and place them in the wider historical context; historical information deployed will be accurate and focussed on the question set.</i></p> <p>Answers will consider, with a high degree of historical accuracy and evaluation, both in the immediate and wider historical contexts, the strengths and limitations of the sources. For example the sources do a good job in covering many aspects of foreign policy; propaganda; economic policy and the role of women. However, there are obvious limitations such as a lack of coverage regarding the features of the political system; other aspects of the racial and religious policy; early foreign policy and the influence of Nazi idea and their transmission to the German public. Education and culture do not feature. Candidates should cover the key issues at this level. There will some discussion of the origins and purpose of the sources.</p>		

ASSESSMENT GRID FOR PART (e)

Award 0 for incorrect or invalid answers			
Level	AO1a	AO1b	AO2a
1	(1 mark) The answer will display general historical knowledge about the topic. There will be considerable lapses in spelling and grammar and there will be little coherence.	(1 mark) The answer will only offer the briefest of judgements on the usefulness of the sources.	(1-8 marks) The answer discusses utility in a formulaic and unfocussed way <i>1 mark = copying only of one or more sources</i> <i>5 marks = context only responses; narrative accounts</i> <i>8 marks = trawls through the content of the sources</i>
2	(2-3 marks) The answer will display specific historical knowledge about the set topic. Answers will be clearly expressed although spelling may be variable and grammatical rules irregularly applied.	(2-3 marks) The answer offers a limited judgement on the utility of the sources.	(9-16 marks) The answer considers utility with some focus seen on the wider historical picture through own knowledge. <i>10 marks = able to discuss the limitations of some or all of the sources by stressing the content and omissions</i> <i>13 marks = able to discuss the limitations of some or all of the sources by stressing the attributions, content and omissions</i> <i>16 marks = able to discuss the strengths and limitations of some or all of the sources by stressing the content, attributions and wider historical context.</i>
3	(4 marks) The answer will display a large degree of specific historical knowledge. Precise vocabulary and clarity of expression will be seen.	(4 marks) The answer gives a supported judgement on the utility of the sources.	(17-24 marks) There will be valid and specific source evaluation comments on the majority of the sources and a sustained attempt to focus on the wider picture. <i>18 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of some of the sources with some attempt to set the response in the historical context</i> <i>21 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the historical context</i> <i>24 marks = accurate source evaluation using the content and attributions to deal with the strengths and limitations of the majority of the sources set in the full historical context and covering the entire period set</i>



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